

University News

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ANAND SARIP

Functioning without an Institutional Ethos

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Emerging Values in Modern Education

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Professionalisation of Indian Adult Education

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The Teachnology that Never Fades —Convocation Address

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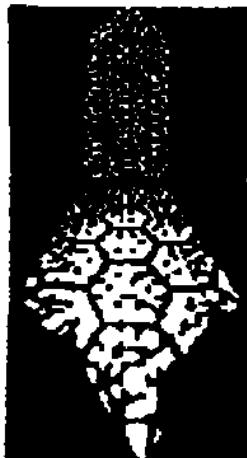
CATCH THEM YOUNG SCHEME

TWAS SOUTH-SOUTH FELLOWSHIPS

EFFICIENCY, EQUITY AND INDIAN ECONOMY



Association of Indian Universities



NEHRU TRUST FOR THE INDIAN COLLECTIONS AT THE VICTORIA AND ALBERT MUSEUM

UK VISITING FELLOWSHIPS 1999-2000

In collaboration with the Charles Wallace (India) Trust, the Nehru Trust for the Indian Collections at the Victoria and Albert Museum proposes to award two Fellowships for further professional training, study, education or research to citizens of India at an early stage of their professional career who are normally employed by museums, galleries, or other specified institutions concerned with the preservation, study and display of India's art and cultural heritage.

The Fellowships will be tenable at the Victoria and Albert Museum or associated institutions in the United Kingdom normally for a period of three months, in the period April 1999 to March 2000, and will provide a maintenance allowance adequate for a single person and return air fare from and to India.

UK TRAVEL AWARDS 1999-2000

The Nehru Trust for the Indian Collections at the Victoria and Albert Museum proposes to make two awards for the year April 1999 to March 2000 to provide the opportunity for citizens of India who are established scholars or professionals working in museums, galleries, or other specified institutions concerned with the preservation, study and display of India's art and cultural heritage to visit the Victoria and Albert Museum in London and approved associated institutions for short periods for study and for the exchange of ideas and discussion with colleagues in the United Kingdom on matters of mutual professional interest to do with the promotion of India's cultural heritage.

The awards, which will be of a maximum of Pounds 1,000, are intended to be held in conjunction with awards from other bodies as a part-cost contribution towards maintenance and/or air fare from and to India.

SMALL STUDY AND RESEARCH GRANTS (INDIA) 1999-2000

The Trust proposes to award upto 20 Small Study and Research Grants to Indian scholars and professionals engaged in the study of India's art and culture for the purpose of research in India.

These awards, which will normally be of a maximum of Rs. 12,000/- are available to Indian scholars, professional persons, research students, and others engaged in the study of Indian art and culture for travel or research within India, for maintenance during the course of travel and other research costs.

Further details and application forms, which must be completed by all applicants, can be obtained from The Secretary, Nehru Trust for the Indian Collections at the Victoria and Albert Museum, C/o Nehru Trust for Cambridge University, Teen Murti House, New Delhi-110 011.

*Completed application forms must be returned no later than
December 1, 1998.*

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Editor :
SUTINDER SINGH

Functioning without an Institutional Ethos

Anand Sarup*

Years ago, I arrived as Vice-Chancellor of an agricultural university which had become notorious for lawlessness, strikes and closures and caste conflicts in which students of different castes fought for domination and power not only with the connivance but also with the participation, guidance and protection of the members of the faculty. The faculty, as a whole, was not a holistic entity. As a totality, it generated no synergy because all its creative potential got dissipated in an everlasting struggle either for caste supremacy or in pursuit of power. Nobody talked of new advances of knowledge or of the technologies creating new opportunities through multi-disciplinary collaboration. One could sum up the situation by saying that, by and large, members of the faculty belonged to two categories. The bulk comprised fence-sitters who lived as lonely individuals by keeping themselves to themselves and quietly teaching and carrying on whatever research they could in their own subject. The other, more dominant class of individuals were people who were active members of coteries and groups engaged in conspiracy or strife for the acquisition of power.

Altogether, it was a very disheartening scenario and surprisingly, most of the people were anxious to convince me that the situation being unalterable, my best bet lay in keeping a low profile and managing somehow to avoid getting involved with the conflicts on the campus. Of course, things did change radically — but that is another story.

What I would like to describe here relates to an incident of caste violence. When things cooled down a little, I called some of the younger members of the faculty and asked them as to whether they did not feel concerned about the outlook of the students who couldn't see beyond their identities as Jats, Thakurs, engineering students or veterinarians?

They were forthright in their answers. Some of them who had joined that university after twelve years of schooling and stayed on to do their Ph.D. and thereafter join the faculty stated that while their teachers had talked in the classrooms about the course curriculum of the subjects assigned to them (or about caste and regional issues outside the class), nobody had involved them in discussions about other wider issues. Nobody had talked to them about the climate, the scenic beauty and backwaters of Kerala, the wonders of Ajanta and Ellora and the culture and thought processes which shaped their creation, the Indus Valley civilization, the evils of untouchability or even about the problems of poverty and illiteracy and the manner in which the burgeoning of the country's population was negating everything being done by way of development. Even though most of the senior faculty had lived for three to five years in USA, none of them had talked to them about how proud everyone there was of being an American and how all categories of workers enjoyed the dignity of labour and also how, over the decades, the majority of population had moved away from primary occupations, particularly agriculture. In these circumstances, how could

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they be blamed for not discouraging their students from living within the narrow confines of their caste, region or only the subjects of their study when their own teachers had never exposed them to the wide and wonderful world to which, I had argued, they all belonged.

At a time when India is, at least in psychological terms, being cut up into ever-narrowing walls of parochialism even though science and technology are providing the wherewithal to annihilate distance and exclusivity, does education have a role and a responsibility for expanding the horizons of the participants so that they will develop the capability to appreciate and interact creatively with 'other' people, subjects, and ways of living and thinking.

Even in India, at least till mid-fifties of this century, an educated person, (especially if he was a scientist) irrespective of his or her specialisation, was expected to have a perspective wide enough to embrace different facets of life and knowledge. In addition to what was taught formally as 'General knowledge' every institution worth the name had an ethos of its own — an ethos which could be described only as the synergic impact of the students' exposure to the reputation, learning and the personality of the faculty. Economists and statisticians, political scientists and litterateurs and certainly astro-physicists and botanists of repute often had a repertoire of knowledge quite beyond their formally designated areas of study and research. What is more, these people had no hang ups about discussing their ideas and possibly being proved wrong. They were interacting with each other all the time in formal and informal colloquia.

This is what created the ethos of campuses and had a profound impact on the students, many of whom developed wider interests and whenever possible attended lectures on subjects that had nothing to do with their examinations and degrees. Extracurricular activities, forums and learned societies and, of course seminars and debates contributed tremendously to the culture of institutions. Imagine the ambience of universities which had many people who called themselves citizens of the world and who had taken all knowledge as their province.

It appears that confronted with problem of unemployment of the educated youth, we are going in either for half-baked vocationalisation or, immediately on entry in post-higher secondary education, into a narrow model of specialisation. Both these strait-jackets put mental blinkers on the students without giving them a chance to develop the perspec-

tive to look at life from the holistic point of view.

It is interesting that almost thirty years back, a highly conservative magazine like the *Reader's Digest* of May, 1969 carried an article by John Fischer, commenting on the falling standards in university education, under the title : The Case for the Rebellious Students, stating that "What is happening at universities today is not just a passing commotion which can be put down by firmer discipline. Neither is it a revolution. Instead, I believe, it is the beginning of a counter-revolution — by arts undergraduate students in particular, against a quiet, almost unremarked revolution which has changed the whole structure of university education within the last two decades. The main beneficiaries of that revolution were the faculty. The victims were the arts undergraduates."

"During the uproar at New York's Columbia University and elsewhere the demonstrators were almost never students of engineering, medicine, law and the physical sciences. The ones who barricaded offices and burned the professors' manuscripts were, typically, arts undergraduates. This is no co-incidence."

"Some youngsters come to a university with their life-plans already laid out. Others (often the brightest) come to university not yet sure what to do with their lives. They want to make an appraisal of their own capacities, and of the dauntingly complex world beyond the college gates. They don't want professional training — not yet, anyhow. They are after what used to be called a "liberal education," and as recently as 20 years ago, they might have found it in most good universities. Today their chances are close to zero."

"As Irving Kristol pointed out in *Fortune* last May, 1968, "In the over-whelming majority of universities, liberal education is extinct." It was destroyed by the academic revolution. Many professors and administrators don't yet seem to realize that it is gone. In their official oratory, at least, they imply that their institutions still provide it in copious, life-enhancing draughts."

"The first-year student who is drawn to the university because he takes this rhetoric seriously quickly discovers that it simply is not true. Hence his accusations of hypocrisy, his disillusionment, and his impulse to throw bricks through classroom windows. He feels cheated."

"What killed liberal education? The best account is set forth by Christopher Jencks and David Riesman in their recent book, *The Academic Revolution*."

(Using their leverage,) "the professoriate soon began to reshape the university to suit its own desires, rather than those of the students or their parents. For one thing, teachers today are doing less and less teaching. The routine problems of mass higher education have fallen by default to graduate students."

"The typical professor couldn't care less about the interests of undergraduates. The questions they ask — What is the good life? The nature of justice? What are the remedies for the evils of society? — he considers a bore and an embarrassment. Few professors today claim to have answers to such large questions; each pursues instead his own narrow specialty — econometrics, say, or minor British poets of the eighteenth century."

Thus, students who expect "a visible relationship between knowledge and action, between questions asked in the classroom and their lives outside", get instead "pedantry and alienated erudition."

We are told that there are still some institutions like the Indian Institute of Science or the Tata Institute of Fundamental Research where an atmosphere of academic freedom continues to generate excellence as well as synergic creativity. One does not know how far this discourse goes beyond the confines of science. However, in most institutions, people are living and working in their little cocoons, content to air their views to the captive audience of students, unable to escape even into their quadrangles for a breath of fresh air. Strangely, now a days, people even of closely overlapping disciplines like Geography, History, Political Science, Economics, Anthropology, Arts and Literature do not enter into disputation between themselves when, to deal with their own subjects and also the environment in which we live, they should be discussing the problems related to their disciplines with experts of many other subjects, specially in Communication, Management and Environment and Ecology.

Ultimately, the intellectual culture of the faculty determines what happens to the students. A university with a moribund faculty will draw up a curriculum which would inevitably reflect its lack of an open skies approach to various subjects. This would inevitably end up in creating a mass of 'educated' persons who would have a lackadaisical and blinkered view of life and of their own role in the moulding and management of society. This, perhaps, is the reason why Indian society is festering with corruption, nepotism, opportunism and exploitation in spite of such a tremendous expansion of higher education during the last 50

years. It is high time we thought of the culture and the internal dynamics (or lack of it) of colleges and universities and decided as to what can possibly be done to re-invigorate the processes of education.

If the scenario of conventional universities presented above is even partially valid, what can we expect of the atmosphere in the Open Universities. Here every subject-matter expert is a completely independent entity, interacting only occasionally with a few persons of the same discipline. One does not know what kind of a feedback comes from either the subject-matter guides at the regional centres or the students and whether there is any scope for these people to comment to the structure of the curriculum and the scope and manner of imparting knowledge to the students. Besides, even if some feedback does filter back, it needs to be investigated as to what happens to it. If it does not get compiled, analysed and discussed early enough, it inevitably loses all relevance.

The key question above all is whether the Open System of Education is expected to have an ethos and if so who could create this ethos, for what impact and through what processes? How will people, who seldom come in contact with the students and many of whom are outside experts helping the university either with the preparation of curriculum or of the reading material for the distant learners, judge whether the participants are acquiring not only knowledge of particular subjects but also an ethos which would stay with them as an insight, an attitude and a perspective, guiding them in further study as well as in social discourse and individual action.

It is unlikely that a one-shot exercise will yield either a comprehensive understanding of the problem or a panacea for this problem.

Nobel Prize for Amartya Sen

Prof. Amartya Sen, Master of Trinity College, Cambridge has been awarded this year's Nobel Prize for Economics. The prize is in recognition of his contributions to welfare economics which have helped in the understanding of the economic mechanisms underlying famines and poverty. His work deals with the development economics, the study of the welfare of the world's poorest people.

He is the sixth Indian to be so honoured after Rabindra Nath Tagore, C.V. Raman, Hargobind Khorana, Mother Teresa and Subramanian Chandrasekhar.

Emerging Values in Modern Education

Suresh Prasad Singh*

The academic scenario has, over the years, undergone a tremendous change assuming new dimensions of post modern perceptions of global realities as its components. The higher education has felt the impact of this change so much as to plan the policy priorities in the new focus all over the world. There has been a gradual transference from the traditional morality-based concept of education to the development-based utilitarian theory of education. With the advent of communication revolution, mass media, 'information superhighway', and the whole set of social aspirations associated with these phenomenal changes, the morality has undergone a big change. A different set of challenges has emerged on the educational scene, and the required equilibrium can be achieved by identifying the norms and values, and by tempering the dangers of unqualified utilitarianism in education with them.

The traditional approach to education has been to see its utility and purpose in terms of social and moral awareness, to impart beauty and dignity to life and also to provide with a code of conduct for a good social and moral order. 'Character building' is the key phrase in the Gandhian Philosophy of education. Another recurring note that we trace in the writings of our philosophers is that education provides us with a faculty for positive discrimination between the right and the wrong, and between the virtue and the vice. 'That knowledge which purifies the mind and the heart is alone true knowledge, all else is only negation of knowledge' - says Sri Ramkrishna Paramhans. And according to Seneca, the object of education is 'inward development.'

Long ago, the great philosopher Plato said — "The main aim of education is all round development of the personality". According to Herbert Spencer the aim of education is to enable to lead a complete and successful life. The same idea has been incorporated in the philosophy of the great German educationist, John Fredric Herbert, who opined that the one and the whole task of education may be summed up in the concept of morality. In this context our former President Dr. S. Radhakrishnan also observed "that the troubles of the whole world including India are due to the fact education has become a mere intellec-

tual exercise and not the acquisition of moral and spiritual values."

Towards Material Progress

With the advent of industrial society and its aspirations, the educational scene has undergone a phenomenal change giving rise to new powers and new thrusts in educational management. The primary function of education is no longer the building of character or the promotion of moral order, but the emphasis has shifted to the promotion of skill, technical knowhow and technology for material progress. The mass base of higher education in India has encouraged courses for utility skills; promotion of careerism, economic good, social prosperity. Education, today, is no longer confined to the development of intellectual powers or knowledge of the abstract kind, but to development and promotion of skills & knowhow for industrial productivity, for the production of goods, skills and services.

Education still is engaged in its primary function to generate and disseminate knowledge but cannot stop at this; it has to promote knowhow, skills and technologies to make itself respectable and comfortable in the changing situations. Higher education in India has, therefore, an obligatory duty to create technical and managerial human resource in all development sectors. It has to keep the vision of India becoming the fourth largest economy in the world by 2020 in mind and for this pace of growth it has to promote skills and technologies which will be required of Indians by that time. It has to keep communication revolution in mind, and must be prepared to create a well-equipped generation of human power, a generation of producers and innovators. In other words, education is to act not as a moral reformer, but as an agent of social transformation and promoter of the desired change.

This change has, however, encouraged promotion of careerism without human values and ends in view. What is more unfortunate is the unmistakable trend of a mad rush for a moral and valueless desire for status and power in terms of commercialism and consumerism. To be in tune with the developments taking place in the world is good and desirable; but to achieve the educational power without human values in view, is fraught with dangerous possibilities.

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The need of the hour is to temper the utilitarian pursuit of education with integrated vision of a happy order of life on earth, and also with spiritual, cultural and aesthetic values of the modern age.

Integrated Vision

Productivity must not suffer and education must prove to be a powerful agent and promoter of productivity. Productivity can even be accepted as a new value of education. But the science and technological streams should also promote scientific approach to problems and a rational and human outlook on life. A meaningful promotion of a rational and human outlook on life would necessarily require education of human rights and fundamental freedoms. This will have a focus on environmental, cultural, social, political, economic and developmental rights with quality concerns in the matter of the related issues.

Catholicity of mind is another important value which must be promoted by the post modernist education. Established as a component of education and a cherished value, it can ensure broad-based understanding, spirit of good-mixing, perseverance, tolerance, receptivity and sensibility for appreciation of imaginative powers, cultural slants and angularities of varied social groups of the world. An educated person is after all supposed to be able to come out of his narrow walls and boundaries of ideas and creeds, and to have respect for the point of view of others in our pluralistic society.

The power of modern education can be better realised by achieving a happy integration of utility and value, integration of body and mind, emotions and ideas, individual and society, society and the world. The vision of progress must not be devoid of human element, the aspect of vision which makes the progress meaningful and purposeful. The progress that is aimed at and desired, is an assertion of the powers of human imagination, and so the fruits of this progress must be realised with the ends of humanity in mind. The tools of change are powerful, but their application must be human and they must be employed for pious purposes.

In the wake of the phenomenal and dimensional developments on the educational front, reorientation of values in the post-modernist education assumes special significance. Here are certain concrete recommendations for tempering utilitarian pursuit of higher education with desirable ideals and visions of human happiness :

a) Education must promote rational outlook on life

and scientific approach to issues confronting the real life situations;

- b) An imaginatively framed course in fundamental freedoms and human rights must constitute a component of our degree level curriculum;
- c) Power that education generates must be employed for constructive human purposes;
- d) Education must develop sensitivity to environment and must foster human ethos for the enjoyment of the fruits of progress;
- e) Humanism should be the central concern of education in all circumstances, and it must promote quality concern for corporate behaviour and corporate life; and
- f) Education must be able to develop a working mechanism to fight the evil of consumerism and acquisitive culture so that environment may be protected and development may remain sustainable.

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Professionalisation of Indian Adult Education

S.Y. Shah*

The horizon of adult education is widely expanding in the national scenario during the last two decades. Of the various factors which have influenced its development, the launching of National Adult Education Programme (NAEP) in 1978 and the National Literacy Mission (NLM) in 1988 have been greatly responsible for catapulting adult education into a national programme of high priority and prominence besides ensuring its committed policy support and liberal financial thrust from the Government of India. Today, several types of adult education activities viz; Total Literacy Campaigns (TLC), post literacy and continuing education programmes and experimental projects like Mahila Samakhya are being implemented in different parts of India by official agencies, Non-Governmental Organizations (NGOs) and educational institutions. The operationalisation of these diverse programmes has not only generated a variety of professional literature ranging from literacy primers, post literacy materials, training manuals, evaluation reports, research studies and innumerable articles but also led to the expansion of training programmes. Besides the systematic strategies evolved by the NLM towards strengthening the administrative and academic infrastructure at national, state and district levels and the University Grants Commission's (UGC) support to the establishment of 92 University Departments of Adult Continuing Education have played an important role in strengthening the professional base of adult education in the country. Yet, adult education in India remains merely a programme and not recognised as a profession.¹ Unlike in other developed countries where it has emerged as a "semi profession"² or a "profession in transition"³, in India, it has not yet carved a niche among the most important professions. Unlike lawyers, doctors, engineers and social workers, the majority of practitioners of adult education do not have a homogeneous professional background. No certification or examinations is required to become adult educators. Due to the voluntary nature of programme, adult education as a profession is neither well established nor well un-

derstood. The majority of adult educators are hardly construed as the professionals.⁴ In fact, the process of professionalisation of Indian adult education has hardly begun. There may be several reasons why adult education in India remains outside the purview of the professionalisation. The scope of this paper is limited to the study of only one aspect of professionalisation — professional training. What are the limitations of current training programmes? How to professionalise the training system in Indian adult education?

Professionalisation — A Definition

There are several aspects of professionalisation of adult education. Broadly, it includes all those "elements which have placed emphasis on providing adult education with a sound theoretical base, have emphasised research and the application of scientific standards to methods, materials and the organisation of the field and have promoted the need for professional training and staffing".⁵ Professionalisation is a long process by which an occupation succeeds over a period of time in meeting the criteria of a professional gamut. It includes an improvement of status and professionalism of knowledge and skills involved in the professional practice. While some writers e.g. Elsdon, Mee, and Wiltshire consider adult education as a 'semi profession' which is characterised by "no firm theoretical base, no monopoly of exclusive skills or special area of competence or rules to guide practice, less specialization than occupations generally regarded as professions and control exercised by non-professionals".⁶ In this connection it would be helpful to differentiate between professionalization and professionalism. The term professionalism describes a combination of serious commitment to the task at hand, competence, and a measure of self-directedness with a high concern for exclusive self-interest.⁷ Professionalisation is a process of change in the direction of the ideal type; and as occupations professionalise, they undergo a sequence of structural changes involving the establishment of training institutions, formation of professional organizations and mastery of theoretical knowledge etc. As Peter Jarvis observes, the growth in training part time and full time adult educators may help to develop a body of knowledge which is a

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fundamental prerequisite for any occupation to gain professional status.⁸

Lacunae in the Training

An essential prerequisite for the professionalisation of adult education is the development of a well designed professional training programme with adequate institutional backing, certification procedures and code of practice. Although the training formed an integral part of adult education programme in India during 1950s and 1960s; it had no long term perspective, with the termination of adult education programme, the training also ceased. It was much later after the launching of NAEF that serious attention was called up by the Directorate of Adult Education (DAE) to streamline and strengthen the training of adult education. A training manual was developed by the DAE with the help of a team of British experts.⁹ Since then, a number of training packages have been evolved by the DAE, University Grants Commission (UGC) and NGOs. Those manuals especially the *Learning for participation : An Approach to Training in Adult Education, Training Manual For Adult Education Functionaries, Towards Shared Learning and Khilti Kaliyan* have been widely used in different parts of India during the last decade. After the emergence of the Total Literacy Campaigns since 1990s, district specific training modules have been designed by the Zilla Sakhsharta Samitis. Notwithstanding the recognition of training as an important component of adult education programmes and organisation of a series of training programmes by national, state and regional organisations, training remains as a weak link. Several evaluation reports commissioned by the Directorate of Adult Education, NLM, UGC, and NGOs during 1980s and 1990s have identified a number of drawbacks in training.¹⁰

Missing Academic Component

According to these reports, the main focus of training was confined to imparting certain operational skills related to the organisational, administrative and financial aspects of the field level programmes and the coverage of the academic component of the training programmes was inadequate. The duration of most of the training programmes were too inadequate and had no follow up provisions. They were generally organised in an adhoc manner and there was no long term perspective. Keeping in view the magnitude of the task, the training programme covered only a small

fraction of functionaries presumably due to the lack of infrastructure facilities. During 1976-1988, the DAE could organise only 45 programmes covering 1288 participants.¹¹

Training of Trainers

One of the major weaknesses of the training packages of adult education has been the inadequate importance given to the training of trainers.¹² The strengthening of this aspect has become all the more significant due to the dearth of professional literature¹³ and researches in the field. Of the sixty five doctoral dissertations in the field of adult education undertaken during 1946-88 only five have focused on training¹⁴ and of the 56 evaluation studies conducted on the different aspects of NAEF, none has exclusively examined the training aspect, though this has been covered in some studies. While a good deal of literature on training of trainers has been brought out by the International Council for Adult Education, UNESCO and certain universities, little efforts have been made by the UGC or DAE to adopt or adapt such training packages to meet the requirements of the Indian adult educators.

If the adult education programme is to be successful then there is a need for identifying the potential master trainers in different universities and organisations with genuine aptitude and necessary professional competence. It would be detrimental to assume that all adult educators would be successful trainers as well. A serious effort should be made to ascertain the interest of the adult educators in training through a well designed questionnaire. Training should be seen as a specialised job and should be assigned to genuinely interested persons who may be encouraged to develop their networking for better interaction and further improvement of training as a professional programme

Besides, there seems to be a total neglect of the training needs of senior level personnel about whom it is often assumed that they possess the academic and technical expertise required to plan and manage adult education programme whereas in reality most of them seem to lack such competencies. Although most of them invariably pick up the basic knowledge and some understanding of the programme through the study of policy guidelines, deliberations of meetings, visits to field, interactions with project staff and manage to discharge their functions; in the absence of a well designed professional development programme, those who are interested in augmenting their professional expertise, feel handicapped. While there are several avenues for the professional devel-

opment in other fields, there is none at hand for the adult educators in India.

Some Innovations

However, some attempts have been made to rectify these drawbacks. A six-week orientation programme was jointly organised by the National Institute of Educational Planning and Administration, Directorate of Adult Education and Jawaharlal Nehru University during 1990-91. Although the programme had a wide coverage of about 80 senior level participants from Government, NGOs and universities with a strong academic appeal and was well commended, the programme was not encouraged. The newly set up National Institute of Adult Education, although, principally had a mandate to cater to training and human resource development with an earmarked fund of Rs. 1 lakh for "long term institutional planning" during 92-93, it could not take up the task due to the uncertainty of the future of the Institute.

Limitations of University System

The university system in India provides a little scope for the professional development of adult educators in the form of a nine-month Post-Graduate Diploma in Adult Education, besides the regular courses ranging from M.A. (Andragogy), M.Phil and the Ph.D in adult education. The number of university departments offering these courses are few, viz., Madras, Sri Venkateswara, Andhra, Delhi, Kurukshetra, Rajasthan, Jadavpur, Kerala, Shivaji and their intake capacity is also limited. In fact they are pre-service programmes whose main clientele is the fresh postgraduates though, at times, a few experienced adult educators also register for the Ph.D in universities. A review of the curricula of different adult education courses offered by the Indian universities shows that they do not focus on the current policies, programmes and problems of adult education in India and in other countries and have little relevance to the needs of inservice personnel. In fact, the majority of inservice personnel have little professional knowledge or expertise since the Indian university system has been extremely slow in designing suitable professional courses which could create the required manpower at a faster pace. While the UGC has set up Academic Staff Colleges for the professional development of teachers in several disciplines, there are no such provisions for the university adult educators. One of the factors responsible for the slow development of adult education as a profession in India may be obviously traced to the absence of a well designed professional development programme for the inservice and preservice personnel.

Towards a Professional Programme of Training

It seems that the national policy planners had conceived adult education as a short-term activity of the Departments of Education, Women and Social Welfare and hence considered that short duration training courses would be sufficient to create adequate manpower for the total implementation of the adult education programmes. While such courses may equip them to discharge minimum functions, it may be inadequate to prepare the professionally competent manpower who can exactly meet the academic and technical challenges of a vast and expanding domain like adult education. Such ill equipped persons cannot be expected to make significant contribution to the development of adult education as a distinct field of practice and discipline of study. In fact, it may be argued that a suitably designed professional development programme for the adult educators would be the spring board for the emergence of well respected professionals.

Unlike in the developed countries the central focus of adult education in India has been on the basic literacy — presumably due to the magnitude of the problem here. Hence, training in adult education programme primarily aims at imparting certain specific competencies connected with the transaction of literacy curriculum, teaching-learning techniques, evaluation methods and supervision. While these competencies might have enabled most of the trainees to discharge the minimum functions, in the case of few they may be quite inadequate to satisfy their newly aroused interest in adult education as a field. For such keenly interested personnel, there are no avenues for upgrading their knowledge. After the successful completion of literacy campaigns, there has been little follow up of the personnel trained. Since the scope of adult education extends from basic literacy to life long learning, the training programmes for the adult educators need to be broadly conceptualized as a long term activity. If there are further avenues for those who look for upgradation after short-term training, through a series of professional programmes, then in course of time, a new category of adult education professionals may emerge with adequate professional knowledge and competence. Since TLCs have opened up a vast opportunity to the people to participate in literacy work, it is highly essential to pool together and consolidate their interests and rudimentary knowledge acquired during their participation in the literacy campaigns. If such avenues are opened then the professional base of adult education can be enlarged and strengthened. Otherwise, the embryonic practitioners (with little

professional knowledge and competency) will outnumber the qualified professionals. Such a situation may lead to degrade the status of the profession, eventually the adult education may not attract the best talents. Hence the training in adult education during the Ninth Plan needs to be strictly conceived as professional development programme, with clearly demarcated grades. The need for developing a comprehensive training strategy and appropriate training modules by the DAE has been highlighted in the report of the Working Group on Adult Education for the Ninth Plan.¹⁵ However, such a massive task is a team work involving all the national level academic organisations like the Indira Gandhi National Open University, National Institute of Adult Education and other key institutions.

Strengthening the Professional Base

The process of strengthening the professional base of adult education should start with an assessment of the total requirements, interests and academic backgrounds of all the personnel associated with the programme. Broadly, there are three categories of personnel in adult education, viz., (i) Front-liners — instructors and supervisors; (ii) Programme planners and Directors — officials of Zilla Saksharata Samiti, District and State Resource Centres, State and National Literacy Missions, and (iii) Professionals. While there may be considerable variation regarding the nature of professional competencies required by these three categories, the proposed professional development programme should be designed in a graded manner so that the first two categories can merge into the professionals in course of time through the study of a series of graded modules.

Each module may be developed as an independent unit of study with specific objectives, contents, reading materials and interesting audio and video tapes with appropriate evaluation tools. Depending on the job specification, the different category of personnel should be free to select the relevant modules and acquire the competent knowledge either through self-directed study or in groups. Each module may be assigned with certain credit points so that the learners can be induced to accumulate credits over a period of time and qualify for the award of a certificate or diploma. By collaborating with accredited institutions the possibilities of awarding recognized diplomas may be explored. By broadening the concept of training and incorporating accreditation paves the way to the trainees for upward professional mobility, thus the status of adult education may be ranked as a profession.

With the expansion of adult education programmes in India, the changing requirements of the field, multiplicity of tasks and the decentralised approach to planning, there is a need to examine the role of State Resource Centres (SRCs) which are actively involved in training. What is the current level of professional expertise at SRCs? Are they equipped to take up the new challenges? If not, how to strengthen them during the Ninth Plan? Should they continue as temporary Plan Schemes or develop as permanent professional institutions? If the scope of training has to be expanded on a long term basis, then the SRCs need to be strengthened and stabilized during the Ninth Plan. They should be developed into permanent institutions with well qualified staff. Their roles and functions need to be reviewed. Strategies may have to evolved to build appropriate number of institutions at national and regional levels. Besides these, adequate funds are to be allocated for the development of professional training and staffing of adult educators. Side by side, the university system may have to revise the current curriculum making it more relevant to the demands of the new millennium. Towards this transformation of Indian adult education, leaders, administrators, researchers and activists should take the lead.

Notes and References

1. There are several ways of defining and describing a profession. Almost all definitions include certain essential characteristics namely existence of a well recognised code of ethics and techniques of operation based upon general principles and adequate professional training
For details see, A.A. Liveright, "The Nature and Aims of Adult Education as a field of graduate education" in *Training Educators of Adults*, Edited by Stephen Brookfield, London : Routledge, 1988, pp. 51-53
2. Peter Jarvis, *Adult Continuing Education : Theory and Practice*, London : Croom Helm, 1983, p. 205
3. A.A. Liveright, *Loc.cit*, p. 53.
4. The term 'professional' has atleast three meanings : one who receives emoluments for the performance of his or her occupational tasks; one who practices an occupation generally regarded as a profession, one who is an expert since he or she is master both of a specific branch of learning and of the skill to practice the occupation based upon it. For details see, Peter Jarvis, *Loc.cit*, p. 207.
5. G. Selman and J. Kulich, "Between Social Movement and Profession — A Historical Perspective on Canadian Adult Education", *Studies in Adult Education*, Vol. 12, No. 2, October 1980, p. 109.
6. Peter Jarvis, *Loc.cit*, pp. 206-207
7. For details see, Michael Collins, *Adult Education as Vocation*, London : Routledge, 1991, pp. 86-87.
8. Peter Jarvis, *The Sociology of Adult and Continuing Education*,

London : Croon Helm, 1985, p. 241.

9. See *Training of Adult Education Functionaries*, New Delhi : Directorate of Adult Education, 1978.

10. For details see R.S. Mathur and S.V.S. Subramanyam, *Issues and Approaches in the Training of Adult Education Functionaries : A Synthesis of Findings from Evaluation Report — Evaluation Monograph*, New Delhi : Directorate of Adult Education, 1985.

Report of the Review Committee on the National Adult Education Programme, New Delhi : Ministry of Education and Culture, 1980.

University System and Extension As the Third Dimension : Report of the Review Committee Appointed by the University Grants Commission, New Delhi : UGC 1987.

Report of the National Workshop on Training Strategy Under Total Literacy Campaign, October 15-16, 1992, PRIA, New Delhi.

11. R. Gomez, "Training Activities of Directorate of Adult Education", New Delhi : Directorate of Adult Education, 1985, (Mimeo), p. 2.

12. S.Y. Shah, "The Training of Adult Educators and the University System in India : Themes, Techniques and Issues", *International Journal of University Adult Education*, Vol. XXX, No. 3, November 1990.

13. In an extensive bibliography on adult education during 1951-80, there are only 157 publications under the category of "Personnel and Training". There is hardly any literature on training of trainers. See *Adult Education in India : A Bibliography*, New Delhi : Directorate of Adult Education, 1981, pp. 287-303.

14. The following doctoral dissertations have covered training aspects very extensively.

- N.A. Ansari, "An Appraisal of the training programme for Social Education Workers in India", Ph.D. Education, Delhi University, 1970.
- J.S. Panwar, "Effects of Short duration agriculture training on farmers learning", Ph.D. Education, Udaipur University, 1978.
- K. Karunakaran, "Identification of Factors to be tackled in an effective programme of non-formal education and training of farmers", Ph.D. Education, Kerala University, 1987.
- G.S.K. Nair, "Preparation of Training Programme for Non-Formal Education Workers in Kerala", Ph.D. Education, Kerala University, 1987.
- Rajender Singh "Adult Education Training and Productivity", Ph.D. Education, Kurukshetra University, 1988.

Apart from these a number of dissertations on the evaluation of adult education programme have also covered training to a limited extent. For details see S.Y. Shah (Ed.) *A Source Book on Adult Education*, New Delhi, Directorate of Adult Education, 1988, pp. 249-257.

15. See, *Report of the Working Group on Adult Education for the Formulation of Ninth Five Year Plan*, New Delhi : Ministry of HRD, 1996, p. 82.

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INSERVICE EDUCATION

In Search of an Andragogy

Marmar Mukhopadhyay*

Inservice Education

Inservice education of the educational personnel, teachers in particular, has been recognized as a seminal need for quality improvement in education. In fact, the Delors Commission mentions that the inservice education is as good as the preservice education, even better for quality improvement. With the aim of quality improvement, Government of India, at a massive cost, initiated centrally sponsored schemes for inservice education of primary teachers through District Institutes of Education and Training, of secondary teachers through Institutes of Advanced Studies in Education, and Colleges of Teacher Education, and of college teachers through Academic Staff Colleges. Technical Teachers Training Institutes, Indian Institutes of Technology, Curriculum Development Centres, Indian Society for Technical Education were already active in staff development in technician and technical education. State level institutions like State Institute of Educational Management and Training in Uttar Pradesh or Maharashtra Institute of Educational Planning and Administration are being set up for training and development of educational administrators. The massive investment is expected to build the quality of education personnel. But actual quality improvement will depend upon the quality of the inservice education programs. Inservice education methodologies are substantially different from preservice education methodologies. These need careful consideration.

Academic Staff Colleges

The designers of the scheme, Academic Staff College, for example, did not miss to point out that it should not be like *B.Ed.* But did miss spelling out what *It should be* — the andragogy of staff development, feasibility and trainer's training. Spelling out what it should not be without adequately defining what it should be has left such a major innovation in making the adequate and right, if one can say so, impact. It is creditable that within this short period of less than 10 years, more than 70,000 college and university teachers have been provided training and orientation. However, actual quality and impact of training remains a grey area.

This is not, however, special to Academic Staff Colleges; this problem is rather common with most

institutions providing inservice continuing education to the educational personnel. The unrecognized problem is the absence of a well defined andragogy and workshop design for staff development.

Workshop Design

First major problem is the absence of a holistic concept and approach to workshop design that put the various components of inservice staff development like need assessment, objectives, themes, transactional methodology, media and aids, workshop setting (Theatre style, circular, semi-circular, square, mobile and movable versus fixed furniture, etc), faculty specification, time allocation, program and participant evaluation in a systemic and systematic framework; and also the absence of the PERT chart kind of instrument indicating the management approach to a workshop.

The beginning point of a scientific workshop design is the specification of goals and objectives developed on the assessed need of the prospective trainees; the goals that are measurable in terms of behavioural changes in the participants. The worthwhileness of the goals depends upon the accuracy of the training needs assessment. Unfortunately, training needs assessment is rarely done, if ever. This makes a training program a temporary rendezvous of trainees with diverse training needs. Specification of workshop goals in general (awareness/orientation) and in specific (application/skills) terms is the prime determinant of choice of themes and sub-themes; they also determine the depth of the treatment of each topic. Further, the logic of the objectives dictates the actual sequencing of the themes and sub-themes so that the inter-relationships and inter-dependence of themes are taken care of.

PGP versus EDP Formats

However, the major problem is in the workshop format, delivery in particular. Almost invariably, the inservice education programs adopt PGP (Post-graduate Program) format. This format is characterized by series of lectures on various topics not necessarily related to one another intended to enhance the knowledge of the participants. The pedagogical assumption, if any, behind PGP is sketching on the *tabula rasa* or pouring knowledge into an empty can which is not even sustainable in actual postgraduate programs. This format is adopted not because of any conviction, but this is what is known to universities; for their major base of experience is teaching undergraduate and post-graduate classes.

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The right format for staff development is the EDP (Executive Development Program) format. This format is extensively used in management development in the corporate sector. In the EDP, the development or training goals are set jointly by the trainers and trainees through a process of negotiation and contracting. The EDP focus is on skill development and experiential learning through a wide range of methodologies like role play, simulations, games, case studies, group problem solving, cooperative learning projects etc compared to pre-dominance of lecturing in the PGP format.

In the EDP format, because of emphasis on simulations and experiential learning with practical exercises, sessions are long — three to four hours at a stretch on the same themes with physical time-breaks for tea/coffee. Also, the EDPs and the sessions therein are usually conducted by a team of experts rather than an individual where the team of 3/4 specialized staff remain, with the participants, throughout the duration of the program. It is not uncommon to find the team-mates differing in their views in presence of the participants. For adult learners, this provides a healthy example of academic differences, and is actually a part of training. The long and variegated exposure of the trainees to the expert faculty team provide both continuity and affective influence.

EDP format, hence, makes significant demand on the faculty quality. Besides that the faculty has to survive for all the days of the workshop, they have to be effective communicators and versatile to hold the interests of the participants for long hours. They need meticulous plan and divide time between 'inputs' and participant activities.

This brings us to another important but delicate issue — teacher versus trainer. Indeed, difficult to draw the thin line differentiating the two. We can only say that all good teachers are not necessarily good trainers, neither all good trainers are necessarily good teachers. It is within our experience that many excellent classroom teachers in the universities fail miserably to survive the evaluation of matured trainees. Similarly, an accomplished trainer finds it difficult to face bright young men and women in a university class.

The 'teacher' variety is amply suited to the PGP format. For the EDP format, trainers are needed. In a conventional and summary fashion a teacher is satisfied with delivering the lecture to the best of his/her ability and liking. On the contrary, a trainer ensures learning and development of the trainee irrespective of whether the trainer actually teaches, rather lectures or not. Trainer hence, uses a large repertoire of instructional methodologies and aids and media. In Flander's language, a teacher resorts to more direct teaching and a trainer banks largely on the indirect teaching/instruction.

A rigorous evaluation of the participants and of

the program including evaluation of the faculty by the participants is an important exercise in building quality of inservice education and is a regular feature of the EDP programs. This often is missed out or shied away out of fear of embarrassment.

Finally, the PGP and the EDP format differs widely in the way the participants are treated in the program. PGP is essentially hierarchic where teachers at the top-end pour knowledge downwards through their lectures to the learners. In the EDP, each participant is given the due recognition of his/her seniority and scholarship accruing out of his/her position in the job. A common feature in the EDP, for example, is putting the name plates before each participant as well as the trainers; this signifies equal importance of the participant with the trainer. An experienced and skilled trainer reinforces this importance by addressing the participants by their names which personalizes and gets the participants involved. In reality, the trainer reads out the name from the name plate though actually he/she does not know the trainee. The trainers discourage the culture of standing up before responding and commenting and insist on the participants to talk while seating. This is done to dismiss the hierarchic concept of teacher and student in training situation. This is also indicated by the trainers in acknowledging and respecting the views of the participants even when the trainer differs. This respectful treatment of the trainees is important since they are used to it in their own respective job situations. This safeguards their ego and helps them open up which is necessary for increasing impact of training.

The EDP derives its strength from andragogy; experience as the foundation of the new learning. In other words, EDP is meant for the experienced 'adults' whereas PGP is meant for the young students. Use of PGP where EDP is the right choice makes inservice education programs dull and ineffective. EDP format is extensively used in staff development in business, industries and other such organizations.

Conclusion

NCERT hosts annual meetings of SCERTs; UGC and NIEPA have been hosting annual meetings of the academic staff colleges. They do serve useful purposes in sharing information and stock taking. If inservice education has to mean business, it would be necessary to provide professional training to the directors and faculty members of the inservice training institutions on workshop design and andragogy of staff development in education. Many of the managers of inservice education are quite satisfied with the state of the art; no use the victim of self-fulfilling prophecy. The issue of professionalization of inservice education needs serious consideration, lest the intellectual, emotional and financial investments in this area also become infructuous.

The Technology that Never Fades

Dr. T.K. Partha Sarathy, Vice-Chancellor, Sri Ramachandra Medical College & Research Institute (Deemed University), Chennai delivered the Convocation Address at the PSG Institute of Medical Sciences & Research, Coimbatore. He said, "But let us remember that there is one technology that will never fade out or change. That technology has never failed for centuries and will perhaps never do. The technology has everything to do and deals entirely with the art of human touch. The touch not necessarily physical but a touch of compassion, a touch of dignity and the touch of humanity and its relationship". Excerpts

Today medical care revolves around the hinges of constant uninterrupted flow of information and hi-tech advancement. Our ability to understand the diseases has reached its heights not to mention our diagnostic capabilities and management potentials. Sure, these technologies have helped solve problems and even eradicate some diseases from the globe. As the challenges keep mounting the technological response to combat them are indeed intriguing.

If only we can stretch our imagination a little bit more and try to visualize what medicine will be like in the evolving 21st century, it would be mind boggling. Will Genetic compatibility testing become as much a common place as horoscope matching? Is it possible for a person to stop by at the street corner near a wending machine, and after inserting a 100 rupee note get a drop of his blood from a finger drawn and tested for the entire range of clinical chemistry flashing on the screen in minutes? Is it possible for an intravenous injection to completely dissolve the atherogenic changes inside the blood vessels? Perhaps all these and many more technological answers are bound to surface and keep us doctors busy handling more gadgets and computers and robots in medicine and it may even

be possible to treat patients from distance controlled remotely.

But let us remember that there is one technology that will never fade out or change. That technology has never failed for centuries and will perhaps never do. The technology has everything to do and deals entirely with the art of human touch. The touch not necessarily physical but a touch of compassion, a touch of dignity and the touch of humanity and its relationship.

The touch of confidence and the touch that conveys to your patients in simple world "I CARE FOR YOU". Now how could we convey this message to the patients that I care for him; if only we know the answer to this we can master the technology.

Having seen the wide world on both sides of the globe and having taken care of patients perhaps in excess of several hundred thousands, I have no hesitation in sharing my own thoughts and experience with you. To make it easily remembered, I shall give it to you using ABCD acronym, just as we have ABCD in Cardiac Resuscitation and trauma care.

Here primarily "A" stands for "Ability". The oxford dictionary describes the word ability as "Sufficient power". Yes, you need sufficient power of knowledge in the area of your speciality. You acquire

such power through strong rationale and keep the power in constant repair and upgradation. This power accumulates and gives more power with patience perseverance, hard work and above all courage and determination to seek new information.

Let us say next letter "B" would represent "Being there". By this I mean, you must be available to your client when he is in need of you. Your client should know as to when and where you can be reached predictably and unless he is sure of your punctuality and availability, he may not remember you or care to direct any one else to you.

But the greatest success really is in the big letter "C" which stands for "Communication". Fortunately for you the communication with patients need not be as difficult as it would be for veterinary doctors and among you, those who have to deal with babies and the handicapped a lot more communication using body language, than even verbal ones will be necessary. The essence of patient communication primarily is related to respecting his individuality, his dignity, his rights, his choices and his wishes. After all, as illiterate as he may be he has only one life to live and his body is his own possession. Before we invade the same with our knowledge skills and technology we need more than his written permission — a total understanding.

He must know that he has choices to make and alternatives to consider; we shall help him understand them. He must be aware of our own frustrations, limitations and failures and our willingness and readiness to introduce any other professional who can help audit our thinking and actions. He must be convinced that we are not going to neglect him and that he is Mr. or So and So and

not a bed number or a mere object.

He must know that we are sensitive not only to his physical problems but his emotional capacity to cope with it and that we understand him in his own family ambience.

When we establish this much communication he realises one thing for sure that we are not Gods but simply frail human beings with limitations and perhaps with good intentions, knowledge and skills. He can accept this and readily understand that you care for him. Now

he is aware that you are ready to give your best and after all how much more can a human being ask for? When he realises this his fondness and respect for you grows significantly.

The letter "D" represents the backbone of your professional survival today. "D" as in "Documentation". Documentation not only of your diagnosis evaluation and treatment of a patient but the fact that you had established a great line of communication with him and every aspect of your observation.

Your action and perhaps your

thinking and intentions have been included. It should reflect your failures and frustrations as well. Such documents apart from being medically helpful for future reference will come to your rescue in consumer litigations. After all your patients think, they are consumers and they do expect a money back guarantee in everything they buy; perhaps rightfully so. I honestly believe that if one has followed the ABCD rule thoroughly, truthfully and diligently he will not have the need to face such problems of litigations in professional life any way.

FACULTY OF MANAGEMENT STUDIES UNIVERSITY OF DELHI, DELHI-110 007



ANNOUNCES

MBA (PART-TIME) THREE YEAR AND MBA (HEALTH CARE ADMINISTRATION : PART-TIME) THREE YEAR PROGRAMMES BEGINNING JULY, 1999

MBA(PART-TIME) THREE YEAR PROGRAMME

ELIGIBILITY : Candidate seeking admission to MBA (Part-Time) course shall have passed a Bachelor's Degree Examination of at least three years duration in Arts, Commerce, Science, Engineering or Technology of the University of Delhi or any other University recognized as equivalent thereto with at least 45% of marks in aggregate in the First Degree Examination and possess other qualifications mentioned here under. Relaxation from the minimum marks required in the First Degree Examination may be made for candidates who have obtained less than 45% marks in their First Degree Examination but 55% or more marks in any Post Graduate Degree or at least 60% marks in Diploma in Personnel Management, Diploma in Management, Diploma in Sales and Marketing or Diploma in Administrative Management of the University of Delhi conducted by the Faculty prior to the implementation of this particular scheme. Candidates should have at least three years' experience as an Executive or Administrator in a commercial, industrial or government establishment after passing the Bachelor's Degree Examination. Three years Full-Time experience shall be determined as on 1st August of the year of admission. Candidates must be sponsored by his/her present employer. The intake in this programme is 140 students.

MBA(HEALTH CARE ADMINISTRATION: PART-TIME) THREE YEAR PROGRAMME

ELIGIBILITY : Candidate seeking admission to the MBA (HCA) programme shall have passed a Bachelor's Degree Examination in Medicine of the University of Delhi or an examination recognized as equivalent thereto with at least 5 years' experience in Hospital Administration after acquiring the Bachelor's Degree in Medicine. The Candidates must be sponsored by his/her present employer. The intake in this programme is 15 students.

HOW TO APPLY : The admission forms can be obtained from the following branches of State Bank of India in DELHI: Ring Road (Lajpat Nagar), Connaught Circus, Delhi University Branch, IIT New Delhi, from October 12, 1998 till November 28, 1998 on

payment of Rs.500/- The candidates can also obtain the forms personally from the office of The Faculty of Management Studies (North Campus) and S.P.Jain Advanced Management Research Centre (South Campus) against a bank draft of Rs.500/- made in favour of the "Registrar, University of Delhi" drawn on State Bank of India, Delhi University Branch (Code No.1067). All candidates must enclose the bank counterfoil with the application.

The candidates belonging to SC/ST category should mail their request for the prospectus and application forms to the Administrative Officer, Faculty of Management Studies, University of Delhi, Delhi- 110007, enclosing a non-refundable bank draft for Rs 165/- (inclusive of Rs 40/- towards postal charges) made in favour of the "Registrar, University of Delhi" drawn on the State Bank of India, Delhi University Branch (Code No 1067).

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- (iii) 5% of the seats are reserved for Children/Widows/Wives of the Officers and Men of the Armed Forces including Para-Military personnel killed/disabled in action or those who died/were disabled on duty. Relaxation of 5% marks in the minimum eligibility will also be allowed to categories of SC/ST candidates and Children/Widows/Wives of the Officers and Men of the Armed Forces including Para-Military personnel killed/disabled in action or those who died/were disabled on duty

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CAMPUS NEWS

DE and Illiteracy Eradication

Indira Gandhi National Open University Vice-Chancellor Prof A.W. Khan said that distance education was the best option to eradicate illiteracy in the country. He was inaugurating a new audio visual production and research centre at the Dr. B.R. Ambedkar Open University in Hyderabad recently. Prof. Khan, who is also the chairman of the Distance Education Council, said that 15 more open universities would come up in the country during the next five years in addition to the existing five.

Besides 58 conventional universities engaged in distance education, 12 more universities were contemplating to take up similar programmes, he said.

In view of the growing popularity of distance education, the open universities should involve non-governmental organisations to reach to the disadvantaged sections of the society, he said.

Stating that Indian intellectuals were second to none and the country was poised to enter the next millennium as a major world power, he said that the country did not have a strong political system or strategy to make use of the available resources. "Yet nobody can stop us from becoming a major world player," he said.

Most of the educational and research institutions, including IGNOU, have good infrastructure but some of them were unable to utilise them properly, he said and underlined the need to allot more time slot in Indian TV channels for educational programmes.

The audio visual production and research centre has been set up at a cost of Rs. 1.17 crore and consists of a sound studio, television studio, master control room and a cassette duplication system.

Dr. B.R. Ambedkar Open University Vice-Chancellor Prof. Afzal Mohammad said that the university would try to have its own TV channel by 2000 AD. The university was trying its best to equip all its study centres with audio, video and playback facilities, he added.

Human Rights Institute

To spread the human rights culture in the country through meaningful, focused education, the National Human Rights Commission (NHRC) proposes to set up an institute in Bangalore. A memorandum of understanding between the NHRC and Bangalore's National Law School of India University was recently signed in New Delhi.

To be set up jointly by the NHRC and the National Law School, the Institute for Human Rights Education, Research and Documentation (IHRERD), is the outcome of the efforts to create a centre of excellence in human rights education, research and documentation. The Institute will be located within the NLSIU premises.

The Institute will undertake and promote research in human rights, review the safeguards provided under the Constitution or any law in force for the protection of human rights and recommend their effective implementation.

It will also undertake programmes for the spread of human rights literacy among various sections and promote awareness of the safeguards available for the protection of these rights through publications, the media and seminars.

As per the MoU, the Institute will examine treaties and other international instruments on human rights and make recommendations for their effective implementation.

The IHRERD will have three main wings viz. the Academy Wing, Research and Publication Wing and the Documentation Wing. While the Academy Wing will meet the needs of human rights education at various levels, the Research and Publication Wing will function as a think-tank on human rights issues through fundamental and applied research.

The Documentation Wing will make the Institute a nodal centre of human rights information through strengthening of human rights books, monographs and journals in the library and make it a repository of various international human rights documents.

It will offer regular undergraduate and postgraduate courses on human rights, fundamental duties, national and international human rights issues, orientation courses for NGOs, law teachers, government officials, motivational courses for functionaries of political parties, Panchayati Raj institutions, trade unions and media-persons and a package of programmes for training entrants to the civil services.

(Contd. on page 18)

Expenditure

Plan and Non-Plan Budgetary Expenditure

States/UTs.	1994-95 (Accounts)			%
	Plan	Non-Plan	Total	
1	2	3	4	
1. Andhra Pradesh	6.32	40.02	46.34	
2. Arunachal Pradesh	0.00	0.00	0.00	
3. Assam	7.64	6.43	14.07	
4. Bihar	3.57	13.85	17.42	
5. Goa	1.84	2.89	4.73	
6. Gujarat	10.42	33.34	43.76	
7. Haryana	6.80	8.48	15.28	
8. Himachal Pradesh	2.54	1.26	3.80	
9. Jammu & Kashmir	1.69	10.50	12.19	
10. Karnataka	11.08	27.14	38.22	
11. Kerala	15.19	39.85	55.04	
12. Madhya Pradesh	16.89	36.46	53.34	
13. Maharashtra	55.20	92.62	147.83	
14. Manipur	0.65	0.16	0.81	
15. Meghalaya	0.20	0.49	0.68	
16. Mizoram	0.34	0.33	0.67	
17. Nagaland	0.73	0.48	1.21	
18. Orissa	16.40	8.29	24.69	
19. Punjab	2.28	7.64	9.92	
20. Rajasthan	13.46	9.51	22.97	
21. Sikkim	0.00	0.00	0.00	
22. Tamil Nadu	9.41	52.28	61.69	
23. Tripura	0.11	1.54	1.66	
24. Uttar Pradesh	31.60	49.30	80.91	
25. West Bengal	11.01	25.44	36.45	
26. A & N Islands	0.69	0.43	1.12	
27. Chandigarh	1.48	6.19	7.66	
28. D. & N. Haveli	0.15	0.00	0.15	
29. Daman & Diu	0.55	0.14	0.69	
30. Delhi	7.46	10.79	18.25	
31. Lakshadweep	0.00	0.00	0.00	
32. Pondicherry	2.42	0.75	3.16	
States/UTs	238.12	486.59	724.71	
Centre	233.28	231.27	464.55	
Grand Total	471.40	717.86	1189.26	

Technical Education (Education Department)

	1995-96 (RE)			%	1996-97 (BE)			%
	Non-Plan	Total	Budget		Plan	Non-Plan	Total	
	7	8	9	10	11	12	13	
1. Andhra Pradesh	45.26	52.16	2.97	7.00	49.00	56.00	2.87	
2. Arunachal Pradesh	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
3. Assam	7.78	17.30	1.75	10.83	9.89	20.72	1.81	
4. Bihar	16.24	24.49	1.35	10.01	16.70	26.71	1.18	
5. Goa	3.26	9.45	8.06	11.55	3.42	14.97	12.10	
6. Gujarat	40.44	54.61	3.01	23.24	39.13	62.37	3.27	
7. Haryana	9.68	19.13	3.06	20.04	10.15	30.18	4.69	
8. Himachal Pradesh	1.56	5.63	1.64	4.67	1.68	6.35	1.59	
9. Jammu & Kashmir	27.55	42.81	2.59	16.12	34.14	50.26	2.62	
10. Karnataka	44.97	65.42	4.03	28.27	47.53	75.80	4.24	
11. Kerala	44.59	73.96	4.57	47.74	50.97	98.71	5.59	
12. Madhya Pradesh	103.36	154.69	4.21	24.47	102.34	126.80	3.68	
13. Maharashtra	0.21	1.16	0.73	0.95	0.23	1.18	0.71	
14. Manipur	0.51	1.16	0.98	0.65	0.53	1.18	0.92	
15. Meghalaya	0.37	0.82	1.08	0.45	0.38	0.83	1.16	
16. Mizoram	0.53	1.39	1.41	0.86	0.53	1.39	1.41	
17. Nagaland	9.53	33.56	3.23	24.13	10.02	34.15	3.06	
18. Orissa	6.98	36.11	4.03	31.80	7.52	39.32	4.16	
19. Punjab	10.74	26.11	1.56	13.75	11.88	25.63	1.36	
20. Rajasthan	0.00	0.29	0.63	0.29	0.00	0.29	0.52	
21. Sikkim	60.80	71.53	3.22	22.05	66.06	88.11	3.57	
22. Tamil Nadu	1.67	1.76	1.01	0.15	1.93	2.08	0.96	
23. Tripura	54.41	79.25	2.61	29.32	64.21	93.53	2.41	
24. Uttar Pradesh	33.86	53.16	2.55	22.12	36.25	58.37	2.47	
25. West Bengal	0.53	1.32	3.68	0.79	0.61	1.40	3.70	
26. A & N Islands	6.95	8.21	11.20	1.62	7.21	8.83	11.27	
27. Chandigarh	0.00	0.25	3.37	0.67	0.00	0.67	8.17	
28. D. & N. Haveli	0.16	0.81	9.63	0.56	0.19	0.75	9.45	
29. Daman & Diu	13.11	23.17	4.81	22.45	14.67	37.12	6.41	
30. Delhi	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
31. Lakshadweep	0.84	4.49	7.44	2.12	0.83	2.95	5.14	
States/UTs	554.66	874.13	3.03	380.14	597.51	977.65	3.05	
Centre	258.83	512.02	14.04	253.89	232.38	486.27	10.85	
Grand Total	813.49	1386.15	4.27	634.03	829.89	1463.92	4.01	

Source : Annual Financial Statistics of Education Sector 1997-98, Govt. of India, Ministry of Human Resource Development, Deptt. of Education, Planning & Monitoring Unit 1998.

The Commission will create an endowment with a one-time contribution of Rs. 30 lakhs to meet expenses of the Chair on human rights to be set up at NLSIU. The other expenses will be met by the NLSIU. A special link will also be established with the NHRC for facilitating access to lectures and research papers.

The IHRERD will have an Advisory Committee comprising the NHRC Chairperson or his nominee and the NLSIU Director. Under the Advisory Committee, there would be different programmes, each one of which would be headed by a professor. The Chairperson of the Institute shall be a senior professor/retired High Court judge who would be appointed for a period of three years.

Efficiency, Equity and Indian Economy

"Efficiency and equity in economic policy should be the criteria for economic development of the country," opined Dr. Raja Chellaiah, Chairman, Madras School of Economics. He was delivering the State Bank of Hyderabad endowment lecture at Gulbarga University recently. He said, "efficiency and equity are important factors of economy, and development of national economy depends on the utilisation of the available resources. The fruits of resource utilisation should be distributed equally among all to achieve economic standards."

He said, efficiency and equity could not be neglected, and that both should go together, one supplementing the other.

Pointing out that the population boom was a hindrance in the

economic development of the nation, Dr. Chellaiah said poverty could be solved if production was higher and population lower.

He said the nation had registered a mere 3.7 per cent of economic growth during 1950 and 1980, and the poverty ratio had not changed since then. As to this day, there were 300 million people living below the poverty line, he added.

Dr. Chellaiah said the nation was witnessing a regional concentration of the poor and their number varied from state to state. In Bihar 55 per cent of the population was poor as against the national level of 37 per cent, he added.

Regional disparities, illiteracy, and population boom were some of the reasons for the poor economic development of the nation, Dr. Chellaiah said and called on voluntary organisations to focus on educating rural masses on family planning and education.

He urged the Union Government to constitute an expert committee to study the needs of the backward areas.

Gulbarga University Vice-Chancellor Dr. M. Muniyamma presided.

Catch them Young Scheme

The Government of India is reported to have come up with a scheme to nurture budding scientists right from the school level. The programme, announced recently by the Science and Technology Minister, Prof. Murlidhar Joshi, has been designed in such a way that the cream of the students are inspired by the spirit of adventure, excitement and fun inherent in science by exposing them to the world of scientific research and

providing them financial and other assistance to pursue advanced studies.

The 'catch them young' scheme aims to pick prospective scientists from the top 50 students at the secondary school examination at the State and CBSE levels and supporting them till their graduation. The benefits under the scheme include an opportunity for the selected students to even work on projects in a CSIR laboratory of their choice during their graduate studies. Designated as "CSIR student associates," they would be allowed to pursue their projects during summer vacations, with the added bonus of an allowance of Rs. 500 per week and provisions for meeting other expenses.

Named "CSIR programme on youth for leadership in science," it would supplement the "Kishore vigyanik protsahan yojana," which has been recently launched by the Department of Science and Technology and which also provides financial and other support packages to school students.

Prof. Joshi said the rationale for the additional scheme was the "size and importance" of the problem of growing lack of interest in science. The CSIR was uniquely placed in taking up the initiative to address the problem as it had 40 laboratories spread all over the country and catered to diverse scientific disciplines.

The Minister also announced that the Government had planned to organise a brainstorming session of key players in the industry, R&D institutions and academicians to arrive at operational means and mechanisms to forge a synergy among the three so that Indian industry could compete in a better way in the global market. A detailed discussion paper had been

drawn up for the meet, he added. Prof. Joshi, who was presiding over a function to mark the CSIR Foundation Day, also dwelt on what he perceived as the strengths and weaknesses of science education in the country.

He drew attention to the notion that rational or modern science was of Western origin and stressed that the origin of rational science in India dated back to at least a millennium. Vedic mathematics and "Vastu shilpa," for instance, had now become areas of extensive research and study abroad.

He also expressed concern that the quantity and quality of Indian research publications had been declining over the years, when it should be on the increase. While the number of research publications in proportion to the world's total had come down from 2.44 per cent to 1.77 per cent in 1991 and even less in 1995-96, the quality of the papers left much to be desired. "We had a name in this, and we must regain our prestige as distinguished researchers," he said.

The Minister wanted Indian scientists to study seriously the knowledge available within the tribal and adivasi communities about herbal and medicinal plants and the possibility of using gold and silver as 'rasayans' in medicine.

CSIR Foundation Day

Indian Science must grow and develop on its own and should not be under the reins of "Washington or Tokyo" said Minister of Human Resource Development and Science and Technology Dr. Murli Manohar Joshi. Our motto in the field of science in the year 2000 will be "India will lead and not follow". He was addressing scientists

on the CSIR Foundation Day in New Delhi recently. Dr. Joshi said, "Not developing our own technology can make us a debtor to the IMF and the World Bank and keep us in their bondage. Indian science must be free and liberated from all slavery and bondage. Technology crucial for national economy can also be used as a weapon to defeat others."

The important question scientists must seriously rethink was "Can science be without values?" Expressing serious concern at the way science and technology was affecting almost all areas of society and even family and human relationships he said science could not keep itself apart from human values. "If so, would we have noticed so much opposition to cloning?" he asked.

Former Atomic Energy Commission Chairman, Dr. Raja Ramanna, MP, delivering the Twelfth CSIR Foundation Day Lecture said the real meaning of the relationship between discovery and technology had yet to be understood in India. "It is not that we should have pure research in one corner and technology in the other, usually with foreign know-how," he added.

Dr. Raja Ramanna emphasised that India, given its history of non-violence from the times of Ashoka to the present, must provide leadership for security and peace all over the world.

Referring to developments in modern technology, he said since there was no protection against their misuse, there was a possibility that they could lead to widespread terrorism. "It has become the habit of nations to shroud all activities in dishonest description. It is this type of world we face at the threshold of the next century," he added.

National Convention on Pharmaceutical Education

Indian Pharmaceutical Association (IPA) President Dr. Prafull D. Seth said that the diploma course in pharmacy should be of three years duration. The extension of the duration of the diploma course from two years to three was necessary as the Pharmacy Council of India had been advocating that from the year 2001 the minimum qualification for a pharmacist should be D. Pharma degree, he pointed out. Dr. Seth was delivering the presidential address at the national convention on pharmaceutical education held in Belgaum recently. He suggested that an opportunity should be provided to all diploma holders to upgrade their qualification through a condensed course. Every effort should also be made to upgrade existing teaching institutions to the level required for degree, he said.

Emphasising that pharmacy education was both professional and technical in nature, he pleaded for the creation of specialisations at the degree level for Community and Hospital Pharmacy, Industrial Pharmacy and Marketing and Management.

Dr. C.K. Kokate, Chairman, Education Division of the Indian Pharmaceutical Association, in his keynote address, stressed the need for giving greater attention to community pharmacy, which he said, was being neglected so far.

Karnatak University Vice Chancellor Dr. A.M. Pathan, who inaugurated the two-day convention, said adequate numbers of well-trained pharmacists were essential particularly in a country like India where more than 50 per cent of the people were still illiterate.

Nearly 200 delegates from all over the country attended the convention, organised jointly by the Indian Pharmaceutical Association and the KLE Society's College of Pharmacy.

Tamil Nadu SISI-Varsity MoU

The Small Industries Service Institute (SISI), Chennai, has entered into a memorandum of understanding with the University of Madras to offer various job-oriented short term management programmes jointly.

As a first step under this agreement, a 12-week part-time Sales and Marketing Management programme would be introduced at the SISI Academy from November 2.

The SISI Academy and the placement cell of the University Students Advisory Bureau, University of Madras, would help the participants to find suitable jobs. The faculty for the course would be drawn from the University and professionals. The understanding with the University would be extended shortly to other short term job-oriented programmes including advertising, public relations, retail management, leadership skills, personality development, small business management, said Mr. V.S. Karunakaran, SISI Director.

The University Students Advisory Bureau Secretary, Ms. Sushila Mariappan, said the Bureau shall provide counselling and guidance to the students on academic affairs and career opportunities.

There were plans to extend the Science Talent Promotion Scheme, now offered only to the students of the University of Madras to other students. The Bureau, she added, had recently launched a course in television technology and was planning to introduce a short term course in journalism and xerox machine repairing.

Orientation Course for Teachers

Academic Staff College, Jamia Millia Islamia, recently organised a 4-week Academic Orientation Course in which 40 participants from eleven states — Andhra Pradesh, Assam, Bihar, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Uttar Pradesh and Delhi — participated. The entire programme was spread over 96 sessions.

The programme began with a visit to the Dr. Zakir Husain Central Library of the Jamia where the Chief Librarian demonstrated to the participants as to how to use various resources and references available in the library. With a view to improve their professional skills, the participants were assigned four tasks of writing a book review, preparing a question paper in one's own subject area, writing a detailed research proposal on any particular problem in their area of teaching or preparing a bibliography on an area of research and preparing an outline for subject presentation before co-participants. Prior to execution of each task a short training in book review quality question paper construction, research proposal writing and subject presentation and communication techniques was organised.

Research proposal reading and subject presentations were made by each participant before the peers in the presence of a group of resource persons who provided ready feedback and guidance to all participants. An extempore speech activity based on topics, titles, phrases etc pooled by participants was organised in which each participant spoke for three minutes.

All the participants were divided into four sub-groups and each group was asked to organise a seminar on one of the four themes

viz, Liberalisation and Globalisation of India; Environmental Degradation and Quality of Life; Gender Bias in Education and Health; and Nuclear programme and International politics, keeping in view the broader theme of challenges in the 21st century. Participants were also provided orientation and short training in computers and Internet in collaboration with Faculty of Education. Internet exposure and operation by participants drew enthusiastic response from the participants. To help participants in their subject upgradation all of them were divided into subjectwise groups and assigned to the respective departments in the Jamia. Besides these activities, lecture-cum-discussion were organised as per laid down course design with an emphasis on participatory mode of interaction.

Prof. J.S. Rajput, Chairman, National Council for Teacher Education delivered the valedictory address and gave away certificates and prizes to the participants.

Conference on Clinical Psychology

The Association of Clinical Psychologists, Delhi (DACP) proposes to organise a National Conference on Research in Clinical Psychology (NCRCP-99) on February 24-27, 1999 at the All India Institute of Medical Sciences, New Delhi.

The Conference will address all aspects of Clinical Psychology focussing on new developments in fundamentals and practical applications. The theme of the Conference is "Helping Mentally Retarded". The programme includes an Orientation Course in Clinical Psychology for the benefit of students offering Psychology at undergraduate and postgraduate levels, a Seminar on Mental Retardation, a Workshop on Cognitive Therapy Model for the Mentally Retarded,

Guest Lectures by noted Clinical Psychologists, etc.

Further details may be had from Prof. Surya Gupta, Convenor, NCRCP-99 & Addl. Professor, Deptt. of Psychiatry, All India Institute of Medical Sciences, New Delhi-110 029.

Campus Voice '98 Rescheduled

The 'CAMPUS VOICE-98' Inter University Music Contest to be organised jointly by the AIU and MANIX Entertainment Pvt. Ltd. has been rescheduled. The contest is dedicated to promote the young and lesser known talented university youth artistes by training them professionally in the musical events of Idol Based, Group Band and Vocal Solo; and subsequently launching them in the Indian Music Industry. The revised plan would help particularly those universities which are not likely to complete the college level contests within the earlier targeted schedule. The revised schedule is as follows :

(1) College Level Contest — Till 30 November 1998.

(2) Inter College Contest — Till 25 December 1998.

(3) Zonal Level Contest — January 1999 (Dates to be notified).

(4) National Level Contest — January 1999 (Venue and dates to be notified).

New Courses at Poorvanchal Varsity

Dr. P.C. Patanjali, Vice Chancellor, Poorvanchal University, said in addition to MBA and MCA the government had sanctioned six subjects for studies. The new subjects are : mass communication and journalism, business economics, master of finance control, applied psychology, human resources and developments technology.

Telecom Engineering Course

Ms Sushma Swaraj, the then Union Information and Broadcasting Minister, announced that the Telecom Engineering Course will be sanctioned to Kurukshetra University to prepare the youth for job-oriented employment. She was speaking in Kurukshetra University on the occasion of inauguration of a newly constructed girls youth hostel, Ahilya Bai Bhawan, on the university complex.

Ms Swaraj stressed the need of combination of sanskrit language and computers in the modern era. She maintained that Sanskrit was the only scientific language in the world. She said that computer technology should be used to promote and propagate our ancient heritage, language and literature. She asserted that the Sanskrit language had been chosen by America's NASA agency as the most compatible language for the computers.

Speaking on the occasion, the Chief Minister of Haryana, Mr. Bansi Lal, reminisced his association with Kurukshetra University, and assured the university administration of his full cooperation and help.

In his address, the Education Minister of Haryana, Mr. Ram Bilas Sharma, hailed the progress made by Kurukshetra University. The Vice-Chancellor of the university, Dr. M.L. Ranga, gave a brief sketch of the progress made by the university.

Media Selection & Integration in DE

The Commonwealth Educational Media Centre for Asia (CEMCA), in collaboration with the Indira Gandhi National Open University (IGNOU) would be conducting a three-day National Workshop on Media Selection and Integration from November 11-13, 1998 at New Delhi. This competency

based workshop will focus specifically on selection, use and integration of media in distance education courseware. This practical exposure to media use will initiate skills in strengths and limitations of each media, supplementary and complementary media, media selection, media mix and media integration. The faculty for the workshop would consist of experienced media planners, instructional designers, curriculum planners, academics and researchers from IGNOU and outside.

The intending participants for the workshop should preferably be employed in an academic institution/government agency/non-government organisation preferably engaged in distance education. Registrations from University administrators, policy makers in the educational organisations, academics in any discipline and extension educators are welcome. The registration fees for the training programme is Rs. 3000 per participant. Nominations along with the registration form and fee of Rs. 3000/- per participant may be sent (not later than 2 November, 1998) to CEMCA, 52, Tughlakabad Institutional Area, New Delhi-110 062, Fax : 6985208, e-mail : cemca@giasd101.vsnl.net.in

Towards Better Environment

The Technical Teachers' Training Institute, Chennai proposes to organise a National Seminar on Better World Environment through Engineering, Education and Management on 18th to 20th November, 1998.

The objective of the seminar is to focus on the importance of the coordinated effort of the three components of society viz, Engineers, Educationalists (training professionals) and Managers for a Better World Environment. The seminar is expected to provide a

forum for the formation of partnerships, involving these three categories of professionals, for sharing their views & visions through presentations and discussions.

The topics proposed to be discussed at the seminar include (i) The state-of-the-art and simple-to-adapt technologies for clean environment; (ii) Pragmatic solutions to environmental problems like coastal zone pollution, solid waste and hazardous waste management; (iii) Technologies, readily applicable to rural areas; (iv) pollution problems peculiar to rural areas; (v) Educational plans for

training the engineers, managers and teachers; (vi) Plans to develop attitudes in individuals to respond to environmental problems; (vii) Strategies to avert pollution and disasters; (viii) Management of environmental education through curricular innovations and changes; and (ix) Management of environmental projects.

Further details may be had from Dr. B. Mukhopadhyay, Organising Secretary, National Seminar '98, TTTI, Taramani (P.O.), Chennai-600 113. Fax : 044-2352126, Email : ritsouth@giasmd01.vsnl.net.in

stock of the emerging needs and work accordingly. He said that the scientists needed to divert their attention towards the new approaches in farming system as improvement in the productivity and popularisation of the allied professions of agriculture were the need of the hour today.

While recalling the mutual cooperation, rapport and sense of brotherhood prevailing in the early years of the establishment of the University, Dr. Chowdhury said that in the early years maximum contributions were made towards mandatory activities in spite of the non-availability of infrastructural facilities. Today when adequate infrastructural facilities had been provided and harmonious environment was prevailing the scientists must resolve to pursue the common cause of agricultural development with dedication, he added.

News from Agricultural Universities

Dr. J.B. Chowdhury Felicitated

Prof. J.B. Chowdhury, Vice-Chancellor, CCS Haryana Agricultural University (CCSHAU) appealed to the university's scientists to re-fix their priorities in their mandatory activities in accordance with the emerging needs of the agriculture the world over. He said that with the newer agreement of agriculture at the world level and newer projects of the World Bank for improving agricultural human resources, the high growth of private enterprises in agriculture was expected to boost employment in private sectors. In these changed circumstances, said Prof. Chowdhury, it had become imperative for the scientists to meet the day-to-day requirement by their time, labour and money saving technologies. Dr. Chowdhury was replying to felicitations by the university faculty on completion of his 34 years of Professorship at the University.

Dr. Chowdhury said that work pertaining to generation and dissemination of the new technol-

ogy had to be given top priority. It was essential that scientists of the different disciplines must take

News from UGC

Countrywide Classroom Programme

Between 22nd and 31st October, 1998 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programmes are telecast on the Doordarshan's National Network from 7.15 to 8.00 a.m. every day except on Saturdays & Sundays. These programmes are also telecast on Doordarshan's National Network from 6.00 to 7.00 a.m. two days a week i.e. on Saturdays and Sundays. On DD2 International Programme will be shown at 11.00 to 12.00 hours on Saturdays only.

Hindi Programmes are being telecast on Mondays to Fridays from 6.00 to 6.30 a.m.

22.10.98

"Question Time-84"

"Early Man & His Science"

"Revolutions in Orthopaedics-4 Arthritis and its Management"

23.10.98

"Future Indian-1 We Shall"

"Revolutions in Orthopaedics-5 Joint Replacement"

24.10.98

"Indian Women : From Rhetoric to Reality — At the Crossroads-1"

"Functional Linguistics-3 Discourse Intonation"

"International Programmes"

25.10.98

"Odissi — The Art of Express-

“Design - Education”	“संगीत गणित — भाग-1”
26.10.98	29.10.98
“Mathematics as Known to the Vedic Texts”	“डान्सेस इन इण्डिया — ओडीसी डान्स — भाग-4”
“Jazz-1”	
27.10.98	
“Reservoir Ecosystem-2”	
“Jazz-2”	
28.10.98	
“Fresh Water Aquaculture-1 Learning to Grow with Fish”	
“Jazz-3”	
29.10.98	
“Question Time-85”	
“Of Music without Words — The Violin”	
30.10.98	
“Future Indian-3 : The Teen Brigade”	
“Sound of Voices”	
31.10.98	
“Indian Women : From Rhetoric to Reality — Women & Violence-2”	
“How Do We Speak?-1”	
“Solar Cooker”	
“International Programmes”	
Hindi Telecast	
प्रातः 6.00 से 6.30 बजे तक	
22.10.98	
“जीवन : एक कविता समय”	
23.10.98	
“यह लखनऊ की सरजपीन”	
26.10.98	
“डान्सेस इन इण्डिया — ओडीसी डान्स — भाग-1”	
“फर्न”	
27.10.98	
“डान्सेस इन इण्डिया — ओडीसी डान्स — भाग-2”	
“टिशु कलचर”	
28.10.98	
“डान्सेस इन इण्डिया — ओडीसी डान्स — भाग-3”	

“संगीत गणित — भाग-2”
30.10.98
“बांसुरी — भाग-1”
“संगीत गणित — भाग-3”

News from Abroad

TWAS South-South Fellowships

The Third World Academy of Sciences (TWAS) invites applications for travel grants from scientists in developing countries, normally with research experience and with positions in universities and/or research institutions in these countries, who wish to visit scientific institutions in Third World countries other than their own for the purpose of undertaking joint research with other scientists from the South and/or learning new techniques in scientific research.

The aim of the TWAS South-South Fellowship Programme is to facilitate and promote mutual contacts between research scientists in the South and to further relations between their scientific institutions.

Travel grants are supported by the Dipartimento per la Cooperazione allo Sviluppo of the Italian Ministry of Foreign Affairs. No provision is made for accompanying family members.

Host institutions are normally expected to cover the living expenses of visiting fellows. If necessary, TWAS has formal agreements with organizations in several Third World Countries, who have agreed to consider providing the subsistence costs of visitors to institutions in their respective countries. Information about the scientific institutions in these countries is available on request.

TWAS Fellowships envisage a

minimum stay of one month and a maximum of two to three months. Within the general programme, the Academy has however, established a number of special joint schemes with Argentina, Brazil, China, India and Mexico for long-term visits of up to one year.

Applications will be reviewed and evaluated by host institutions and the Third World Academy of Sciences. Special consideration will be given to visits which can be expected to promote cooperation among scientists of the same region and yield substantial benefits to the visitors, their hosts and their respective scientific communities.

Applications will be considered by the Third World Academy of Sciences throughout the year. Applicants are requested, however, to give at least four months prior notice of the visits to allow for the completion of the review and evaluation procedure.

Selected candidates should submit a report on the work carried out during the fellowship period to the host institution and to the Third World Academy of Sciences.

There is no deadline for submission. Applications should be sent to : Helen Grant, South-South Fellowships, The Third World Academy of Sciences (TWAS), c/o The Abdus Salam ICTP, P.O. Box 586-34100 Trieste-Italy, Fax : (+39 40) 224559, E-mail : twas@ictp.trieste.it

BOOK REVIEW

Freedom : A Sojourn in Trammel

Chitta Ranjan Roy*

Joy Vazhayil. *Facets of Freedom — A Moral and Political Analysis*. New Delhi, Concept Publishing Company, 1997. Pp. 169. Rs. 100/-.

Perhaps no other word or concept has inspired the universe so greatly, as the word 'freedom'. By its name millions of wars have been fought in this universe, lakhs of revolts have taken place, thousands of battles and independence movements have been witnessed since the dawn of human history. Except the word 'freedom' probably no other word has influenced the destiny of mankind and nations, so significantly. Philosophers, litterateurs, researchers, politicians, economists, jurists, priests and clergies, philanthropists and activists all have remained extremely busy with its exact conceptualisation and practical realisation. Doubtlessly, like the concept of "freedom", no other word or concept is so meaningfully heavy, consequently loaded, so extremely complex, so irresolvably paradoxical, yet empirically simple, but if holistically conceptualised then illuminatingly complex. The concept of 'freedom' stands inevitably as a multi-dimensional concept indeed. It is 'individual' as well as 'collective' at the same time.

The author of the book, Joy Vazhayil is an IAS Officer, presently the District Collector of Ernakulam District in Kerala State.

*Reader, Department of Political Science, Delhi College of Arts & Commerce, University of Delhi, New Delhi-110 023.

Facets of Freedom — A Moral and Political Analysis, — stands out to be his third book in the world of academics.

The author has sincerely endeavoured to highlight the esoteric elements of the concept of freedom — both in realm of morality as well as in the realm of politics. As a matter of fact he begins with the philosophical comprehension of the concept of freedom — endorsing the truth, every concept first is a product of philosophy, as a phenomenon of reckoning it cannot be bypassed.

The author begins with the traditional problem of freedom of the will as a philosophical controversy arising from freedom and the idea of causality. Here the author equates it with creative expressions of life, rather the essence of life (p. 13). And fatalism, is the opposite view of freedom, whereby every single human action is the result or product of a single or a series of antecedent causes, bound by the thread of time, having a distinct place of manifestation. The experience of freedom and the concept of causality are irreconcilable. The author has rightly suggested that the reconciliation of the apparently contradictory concepts of freedom and determination is the traditional free will problem. As such, he submits that freedom can be defined in a purely negative sense (as absence of external restric-

tions), and simultaneously it can also be debated that it does not involve the total absence of causes. There, it gives birth to a kind of 'voluntary determination' which is nothing but a thin line of difference between fatalism and indeterminism, where freedom only means lack of external causes. Judged in this perspective, freedom, voluntary determinism and autonomy; they form a compatible triad, says the author, which he borrows from Professor John Laird's *On Human Freedom*.

But there seems to be a contradiction and the existence of a rival view to the aforesaid prevalent one. Freedom need not necessarily always mean absence of external restrictions. Viewed according to the Indian Six Systems of philosophy — 'Sharrdarshan', freedom exists only in the idea of the liberation of the 'Self'. It is a substantially ethical doctrine, pure and crystal clear that removes every unreasonable prevalence of chagrin that mortifies the human soul and mind. Catastrophically different from its western view, freedom under the thrum of Indian Philosophical tradition presupposes no authoritative prohibition that enjoins any chainlet amounting to the enslavement of the physique, psyche and soul of the man. Shankaracharya, the philosopher of non-dualism had advocated such a kind of genuine human freedom for the body, soul and mind of the human being.

Although Vazhayil has interlinked the ideas of human freedom and moral responsibility with the processes of physical nature, yet the total, comprehensive analysis of the causal processes in physical nature is absent in his

theory. The rationale of quantum process has also not been elaborated either.

In the context of the correspondence between mental processes and physical processes the author's reference to scientists like Ilya Prigogine who maintains that 'Chaos is the fundamental principle of the universe' and Guy Sorman's added claim that 'determinism is nothing but order born from chaos' and finally summing up by saying that 'even the oscillations arising in the human brain are also chaotic in nature' is a highly fallacious concluded remark, too erroneous and blindly misconceived.

The Indian philosophical maxims of 'Mimamsa' teach us truly that order only leads to order as discipline leads to discipline. Order and chaos are highly antipathetic concepts. Chaos has to be dispersed or destroyed first, then only the foundation of order can be laid. No one can supersede each other. Its *a priori*-consequence cannot be mooted. First is the *Shristi* — the creation, then *Sthiti* — the conservation thereafter *Pralaya* — the absolute destruction. Lord 'Siva' has been the supreme power to enact them 'as' and 'when' the time demands. Even, He too, cannot bypass the variable. Had the oscillations of the human brain been chaotic, then mankind would have either been a race of idiosyncratically lunatics, or cannibalism would have been the order of the day or man would have destroyed his race by a nuclear war and rendered an extinct species like Dinosaurs.

In fact, such probabilistic logic and falsified notions are highly evanescent. Yet, long back such retrograde conjectures had been eliminated by Swedish Physicist and Philosopher Fritjof Capra in his *Tao of Physics* and *The Turning*

Point, where the nature of human freedom had been rightfully analysed and compared with cosmic energy of the Absolute whereby deriving the fragments of the divine the 'Self' becomes the 'Super-Self', the Absolute — *the Parabrahma*. We find its echo again long long years back in Shankaracharya who by arousing the 'self' into 'Super-self' from within, declared himself '*Aham Brahmaasmi*', 'I am the Absolute'.

A cloud of self-forgetfulness hampered the historiography of the author. His over-dependence on Western Knowledge coupled with an acceptance of Occidental superiority have made him suffer from an inferiority. One must not forget that despite many adversities classical Indian philosophical tradition survived through the ages because of its light and vitality. The truth and the accuracy of such a belief is clearly apparent from Max Mueller's well-known tribute to Indian Knowledge; "If I were to look over the whole world to find out the country (where) the human mind has most deeply pondered on the greatest problems of life, and has found solutions to some of them which well-deserve the attention even of those who have studied Plato or Kant, I should point to India". (*India, what it can teach us*). The combination of Indian philosophy more assiduously by the author would have made his book increasingly remarkable.

The last but three chapters of the book have been totally devoted to the discussion of the political aspects of freedom, very richly and exhaustively. Vazhayil starts with the Hegelian analysis of history, admixing it with Athenian models of democracy, Plato's notions about oligarchic system, democratic societies and obviously the concept of ideal state, Aristotle's conception of democracy, Hayek's

alternative Utopian notion of 'demarchy', Murray Rothbard's suggestions of the revival of libertarian Utopia, Ashish Nandy's call for 'return to frugality' to wipe out third world poverty and ends with Robert A. Dahl's sketch of the democratic process in an advanced democratic country from a futuristic perspective. The discussions and roles of all the political paradigms are informative, relevant to the present day political structures, deterministic and realistically reconciliatory to the survival of such democracies. The only lacuna noticed here is absence of Locke's views on freedom that sound so immortal — "freedom of men under government is to have a standing rule to live by, common to every one" (*Two treatises of Government*). To make the chapter more illustrative and from the academic angle more exhaustive some other descriptions like Marx's materialist analysis, Herbert Marcuse's (*One Dimensional Man*), B.F. Skinner's (*Beyond Freedom and Dignity*), P. Strawson's (*Freedom and Resentment*), Isaiah Berlin's (*Two Concepts of Liberty*), Maurice Cranston's (*What are Human Rights*), Christian Bay's (*The Structure of Freedom*), and finally J.O. Rourke's (*The Problem of Freedom in Marxist Thought*) views on freedom could have been added as an essential requisite.

Nonetheless, Chapter Seven, under the heading "Creative Freedom" is really the most delectable chapter in the entire book which flashes out some strikingly indigenous expressions of the author as a novel revelation.

Introspectively examined, the book indubitably bears the identity of a diligent researcher but the author had the capacity to make it evanuate as an ineffable treatise on freedom both political and apolitical.

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities

HUMANITIES

Fine Arts

1. Padmire, T. *Annamayya latwika geyalu pariseelana*. (Dr A Gopalakrishna), Department of Theatre Arts, Andhra University, Waltair.

Music

1. Gowri Rammohan, V. *A comparative and analytical study of the lives and works of Tyagaraja Muthuswamy Dikshitar and Syama Sastry : The musical trinity*. Department of Music, Andhra University, Waltair.
2. Ramamani, M S. *Archaeological, sculptural and epigraphic evidences to music in Karnataka*. (Dr Padma Murthy), Department of Music, Bangalore University, Bangalore.

History

1. Bais, Vinendra Gopal Singh. *Wardha Jilhateel swatantraya andolanacha itihas, isa 1920 te isa 1947*. (Dr K A Shete), Department of History, Nagpur University, Nagpur.
2. Chakrabarti, Kunal. *Sanakritization in early mediaeval Bengal : Regional analysis*. (Prof Braja Dulal Chattopadhyaya), Centre of Historical Studies, Jawaharlal Nehru University, New Delhi.
3. Gangamma, M A. *Keladiya Nayakara kalada krishi vyavasthe, kri sha 1500-1763*. (Dr Lakshmin G), Department of History, University of Mysore, Mysore.
4. Ghosh, Dinesh Chandra. *Saptagramer itihasa Trayodasa Sataka theke Sodaana Sataka*. (Dr Bhaskar Chatterjee), Department of History, University of Burdwan, Burdwan.

Language & Literature

Bengali

1. Bandyopadhyay, Anil Kumar. *Bankim sahitya ain adalat*. (Dr Debranjan Mukherjee and Dr Baidyanath Mukherjee), Department of Bengali, University of Burdwan, Burdwan.
2. Gangopadhyay, Radha Narayan. *Gangopadhyayer chhotogalpa*. (Dr Rabirajan Chattopadhyay), Department of Bengali, University of Burdwan, Burdwan.
3. Mukhopadhyay, Satyapriya. *Adhunik Bangla kavya O eliyat*. (Dr A K Sikdar), Department of Bengali, University of North Bengal, Raja Rammohunpur, Distt Darjeeling.
4. Ray, Ram Chandra. *Adhunik Bangla kabitay Arun Mitra swatantray - o - abandan*. (Dr Biswabandhu Bhattacharyya), Department of Bengali, University of Burdwan, Burdwan.

English

1. Prasad, Kameshwar. *Social realism in the novels of R P Jhabvala*. Department of English, Magadh University, Bodh Gaya.
2. Thirupathi Kumar, G. *The concept of tradition : A study of Raja Rao, R K Narayan and Mulk Raj Anand*. (Prof B Gopal Rao), Department of English, Osmania University, Hyderabad.
3. Umarani, M C. *The interaction of moral and material forces in the proletariat with reference to the novels of John*

Steinbeck. (Prof Hasan Mansur), Department of English, Bangalore University, Bangalore.

4. Venkateshwara Prasad, G. *Continuities : A study of Indian English poetry*. (Prof Kapil Kapoor), Centre of Linguistics and English, Jawaharlal Nehru University, New Delhi.

Hindi

1. Ananthakrishna. *Swatantrayottar Hindi upanyas sahitya mein parilakshit jeewan ke shahwat mulyon ka adhyayan*. (Dr Nirmala Prabhu), Department of Hindi, Bangalore University, Bangalore.

2. Anyu Bhartendu yugeen Hindi natakon mein Bhartiya navjagran aur nari. Department of Hindi, Kurukshetra University, Kurukshetra.

3. Dwivedi, Lalit Pukhraj. *Rajasthan ke sant bhakta kaviyon kee Hindi sahitya ko den*. (Dr P D Vaishay Pilvai), Department of Hindi, North Gujarat University, Patan.

4. Hanspal, Amarjeet Kaur. *Sikh Guruyon kee Ramkavya parampara ke sandarbh mein Shri Guru Govind Singh rachit Ramavtar ka visheesh anusheelan*. (Dr M M Kadu), Department of Hindi, Nagpur University, Nagpur.

5. Harish Kumar. *Hindi cinema ke vikas mein Hindi upanyason ka yogdan*. (Dr S P Sudhesh), Centre of Indian Languages, Jawaharlal Nehru University, New Delhi.

6. Meena, Ramesh Chand. *Swatantrayottar Hindi upanyas sahitya mein adivasi jeewan*. (Dr Purushottam Agrawal), Centre of Indian Languages, Jawaharlal Nehru University, New Delhi.

7. Sharma, Neena. *Swatantrayottar mahila kathakaron ke upanyason mein vyakti aur samaj*. Department of Hindi, Kurukshetra University, Kurukshetra.

Marathi

1. Kalamkar, Rohini Rajesh. *Kavivarya Shridhar Shanware yanchya kavitecha chikitsak abhyas*. (Dr Madan Kulkarni), Department of Marathi, Nagpur University, Nagpur.

Sanskrit

1. Rama Kumari. *Vede manovigyan mimansa*. (Dr Nityanand Mishra), Department of Sanskrit, Kameswara Singh Darbhanga Sanskrit University, Darbhanga.

2. Sarvamangala, N A. *A critical study of prakarana texts attributed to Sri Sankaracarya*. (Dr M Sivakumara Swamy), Department of Sanskrit, Bangalore University, Bangalore.

3. Sheela Rani. *Rigveda mein prayukta kradanta padon ka svara vivechana*. Department of Sanskrit, Kurukshetra University, Kurukshetra.

4. Shri Narayan. *Jaggu Sri Vakulabhusanaviracita Adbhutdutam Mahakavya : Eka adhyayana*. Department of Sanskrit, Kurukshetra University, Kurukshetra.

Telugu

1. Gurunadham, S. Harikatha : *Nirmanasilpam*. (Dr M Bagaiah), Department of Telugu, Osmania University, Hyderabad.

2. Harihara Brahmam, V. *Socio linguistic study of surnames*

in Telugu : Chodavaram Mangalam. (Prof L Chakradhara Rao), Department of Telugu, Andhra University, Waltair.

3. Sreeramulu, Pujari. Srikakulam Zilla Janapada kathageyalu pariseelana. (Dr P Subba Rao), Department of Telugu, Andhra University, Waltair.

Urdu

1. Hasibi, Mufti M Shahbaz H. Impact of Urdu literature on Hindustani films, 1950-70. (Dr Syed Mohd Anwar Alam), Centre of Indian Languages, Jawaharlal Nehru University, New Delhi.

Philosophy

1. Mathur, Bela. Kant's concept of self : A critical study.

Department of Philosophy, Dr Bhimrao Ambedkar University, Agra.

2. Nath, Bidhu Ranjan. Marxist ethics : An evaluation. (Dr P K Roy), Department of Philosophy, University of North Bengal, Raja Rammohunpur, Distt Darjeeling.

3. Nilkanthrao Deo, Suniti. The sense datum theory. (Dr B Y Deshpande), Department of Philosophy, Nagpur University, Nagpur

4. Sudhakar Babu, V Ravi. The doctrine of God and devotion in the theistic Vedanta of Ramanuja. (Prof G Sundara Ramaiah), Department of Philosophy, Andhra University, Waltair

EDUCATION NEWS INDEX

A list of select articles and editorials on education from newspapers received in the AIU Library during August 1998.

EDUCATIONAL PHILOSOPHY

Alagh, Yoginder K. Knowledge is power. The Hindustan Times 15.8.98.

Chopra, Sukhvarsha. Whither value education? The Statesman 31.8.98.

Rajput, J S. Gandhiji's prescription for education. The Hindu 11.8.98

Sarma, Prabin Chandra. Education in the 21st century. The Assam Tribune 14.8.98.

EDUCATIONAL PSYCHOLOGY

Apte, Veena. Learning unleashed. The Economic Times 31.8.98

Bhargava, Sunayana. Hounded to death. For fun. Free Press Journal 12.8.98.

Ramaswamy, Chitra. Eve-teasing trauma. Deccan Herald 1.8.98

Sen, Sandipan. Goodbye school, hello college. The Telegraph 3.8.98.

Singh, S N. How to stop students from copying. The Hindustan Times 6.8.98.

Vijendra Rao, P M. I hate school. Deccan Herald 3.8.98.

EDUCATIONAL SOCIOLOGY

Ahmed, Firoz Bahkt. Kamchor ya kamzor? Deccan Herald 30.8.98.

Kaul, Malvika. Is gender a dirty word in JNU? The Pioneer 19.8.98

Siddiqui, Rana. No longer the promised heaven. The Statesman 21.8.98.

EDUCATIONAL POLICY & PLANNING

Agrawal, Damodar. An unrealistic education policy. The Tribune 21.8.98.

Hazarka, Sarat. Education master plan. The Assam Tribune 21.8.98.

EDUCATIONAL ADMINISTRATION

Agrawal, Damodar. A question of supremacy. The Hindustan

Times. 12.8.98.

———. Freedom is better. Deccan Herald 3.8.98.

———. Why invoke UGC? Deccan Herald 9.8.98.

Amrik Singh. Areas of darkness. Deccan Herald 16.8.98.

Aron, Sunita. The tale of the Chancellors. The Hindustan Times 9.8.98.

Bhatti, Rajbir Singh. What ails varsity education. The Tribune 24.8.98

Gill, P P S. Vested interests behind academic mess. The Tribune 31.8.98.

Gupta, Anupam. Judicial dilemma : Experience Vs education. The Tribune 10.8.98.

Kunwar, Manush. Name of the ranking game. The Economic Times 17.8.98.

Lakhotia, Subhash. The gift of education. The Economic Times 14.8.98

Madan, Karuna. Quality education : One answer to many questions. The Pioneer 3.8.98.

Mehta, V R. Need for conventional and job oriented courses. The Times of India 3.8.98.

———. Reshape the educational agenda. Indian Express 15.8.98.

Pahwa, Pran. Army needs higher education. The Assam Tribune 13.8.98.

Prabhakar, Alladi. 'Fine faculty makes fine students'. The Hindu 11.8.98

PUNJAB CET scam (Editorial). The Tribune 20.8.98.

Raghuvir, B. Reform begins in classroom. The Hindu 25.8.98

EDUCATION & POLITICS

Musharul Hasan. ICHR controversy and after : The lessons of history. Indian Express 8.8.98.

Prabhu, Rayendra. A second look at history books. The Hindustan Times 25.8.98.

CURRICULUM

Almanand. Finding the missing link. *The Economic Times* 10.8.98.

Bali, Prema. Sex education - For whom? *The Hindustan Times* 24.8.98.

Shivram, Meenakshi. No time to enjoy literature? *The Hindu* 11.8.98.

LANGUAGE & LANGUAGE POLICY

Raman, Usha. Translation : Using the gift of tongues. *The Hindu* 4.8.98.

Srinivasan, Prema. The Growth of Indian English. *The Hindu* 2.8.98.

Trivedi, Ajoyendra Nath. Need for revival of Sanskrit study. *The Assam Tribune* 8.8.98

SCIENCE EDUCATION

Gowarkar, Vasant. India is more than good enough for its scientists. *The Times of India* 28.98

VOCATIONAL EDUCATION

Anamika. Wealth of choices. *The Hindustan Times* 13.8.98.

Bahl, Taru. A career in physics. *The Tribune* 16.8.98.

Banerjee, Gautam. Engineering confusion. *The Statesman* 24.8.98

Banerjee Ritendra. Desi mind yankee set? *The Economic Times* 13.8.98.

Bhargava, Manorama E. All you wanted to know about pharmacy. *Deccan Chronicle* 19.8.98.

Chauhan, Shyam S. Career prospects in biochemistry. *The Times of India* 3.8.98.

Dayasundhu, N. Creating classy consultants. *The Economic Times* 31.8.98.

Ganguli, Shonali. Study anytime anywhere. *The Telegraph* 31.8.98.

Joshu, Navin Chandra. For better management. *The Pioneer* 4.8.98.

Is commerce education a passport for jobs. *The Assam Tribune* 4.8.98

Kapur, Aarti. Study Homeopathy. *The Statesman* 21.8.98

Khurana, D N. Management education : The challenges ahead. *The Pioneer* 31.8.98.

Machuju, Ravi. 'IIT-IIM mix takes the edge'. *The Economic Times* 20.8.98

Madan, Karuna. Gearing up for management. *The Pioneer* 31.8.98

Meticulous planning and implementation are the hallmarks of managerial acumen. *The Pioneer* 24.8.98.

MEDICAL POST-graduate (Editorial). *The Hindu* 29.8.98

Mohan, Jaya and Kochhar, Nina. Hospitality guaranteed. *The Hindustan Times* 9.8.98.

Sen, Kuheli. Info track. *The Times of India* 3.8.98.

Satyanarayana, T V. Farming on sound engineering principles. *The Hindu* 25.8.98.

Srinivasan, Aruna. To engineer a career move. *The Economic Times* 21.8.98.

Suresh Prasad. An exciting career in medical transcription. *The Pioneer* 3.8.98.

Tandon, Namrata. Big scope for pharmacists. *The Times of India* 3.8.98.

Vijaykumar, G. For the professional touch in mass communication. *The Hindu* 18.8.98.

DISTANCE EDUCATION

Chandrashekhar, S. For and yet so near. *The Economic Times* 3.8.98.

TEACHERS & TEACHING

Bhattacharya, Usha Shankar. Who remembers teachers day? *The Statesman* 30.8.98.

Chowdary, T H. Teachers non-conventional. *The Hindu* 18.8.98.

Datta, Damayanti and Ghosh, Rupali. Class struggle. *The Telegraph* 30.8.98.

EDUCATION PARALYSED (Editorial). *The Hindustan Times* 31.8.98.

Gautam, Satya P and Rajivlochan, M. The wages of teaching. *The Tribune* 3.8.98.

Kants, Amit. Teacher education : Emerging dimensions. *The Tribune* 10.8.98

Khan, Sakina Yusuf. To Sir, with love and more money. *The Times of India* 23.8.98.

Leard, Abha Prakash. Where the teacher and the taught interact freely. *The Hindu* 11.8.98.

Lobo Norbert and Mascarenhas Rolphie. Demanding pay parity. *Deccan Herald* 23.8.98.

Mohapatre, Satyen. The showdown with teacher. *The Hindustan Times* 21.8.98.

Nagaraj, Anuradha. Education hold to ransom. *Indian Express* 26.8.98.

Rajadhyaksha, Radha. To teach, perchance to dream. *The Times of India* 23.8.98.

Savitha, G L. Carry on, Prof. *The Times of India* 23.8.98

Sayyed, Uzma. Broadening the teacher's role. *The Assam Tribune* 27.8.98

Siva Kumar, Revathi. Striking the rights deal. *Deccan Herald* 9.8.98

STRIKING DEMANDS (Editorial). *The Pioneer* 28.8.98.

TURMOIL IN higher education (Editorial). *The Hindu* 18.8.98.

Wadia, Shelly. To teach with dignity. *The Tribune* 25.8.98

COUNSELLING & GUIDANCE

Chakrabarti, Debanjan. The one stop career shop. *The Telegraph* 10.8.98.

Khurana, Rajiv. Finding your way at the career crossroads. *The Hindustan Times* 11.8.98.

EDUCATIONAL RESEARCH

Gupta, Mangal Ram. The curse called entrance tests. *The Tribune* 5.8.98.

Jupinderjit Singh. Steps to boost research activity. *The Tribune* 3.8.98.

EDUCATIONAL TECHNOLOGY

Ganesh, Uma. Teachers and technology. *The Economic Times* 27.8.98.

IT EDUCATION : A guide for parents (Editorial). *The Hindu* 24.8.98

Kumar, Neeraja. Still time before you can log on to the virtual university. *The Economic Times* 13.8.98.

EDUCATIONAL EVALUATION

Haydock, Karan. A bitter pill? *The Hindu* 23.8.98.

Narayanan, Satya. Bell the CAT this year. *The Hindustan Times* 9.8.98.

Swaminatha Pillai, S. Are examinations a bugbear? *The Hindu* 4.8.98.

ECONOMICS OF EDUCATION

Amarpreet Singh. Creditable change. *Deccan Herald* 9.8.98.

Mahajan, Ashok. Reversing the brain drain. *The Statesman* 10.8.98

Mahajan, V S. Why do they go abroad? *The Hindu* 11.8.98.

Rai, Mamtha. Who pays? *Deccan Herald* 23.8.98

LIBRARIES & BOOKS

BOOK PUBLISHERS set for millennium success (Editorial). *The Hindu* 24.8.98

Chandwani, Anupma. The great Indian book bazar. *The Hindustan Times* 13.8.98

Goswamee, Ram. Public libraries Today and tomorrow. *The Assam Tribune* 12.8.98

Mehta, Balraj. Patent law amendment. A contentious issue for India. *The Tribune* 19.8.98

Sikand, Yoginder. Valley library. *Deccan Herald* 30.8.98

Swamy, K R N. Death of an institution. National Library, Calcutta. *The Hindustan Times* 23.8.98.

Vyas, Ravi. Forced on a liquidity diet. *The Telegraph* 7.8.98

STUDENTS & STUDENT ACTIVITIES

Bedi, Jatinder Singh. NCC working needs review. *The Tribune* 12.8.98

Bharali, Udayaditya. Student movements in Assam. *The Assam Tribune* 15.8.98.

Suri, Kavita. Sparing a thought for students. *The Statesman* 21.8.98

Tilak, Sudha G. Why Sanika had to die. *The Telegraph* 23.8.98.

Usha, H L. Ragging. Fun or torture? *Deccan Herald* 29.8.98.

PHYSICAL EDUCATION & SPORTS

Sathanam, S. The fall and fall of University of Delhi sport. *Indian Express* 11.8.98.

SPECIAL EDUCATION

Sharma, Geeta. Children of a better god. *The Telegraph* 29.8.98.

WOMEN'S STUDIES

Mohinder Singh. How good are all girl schools. *The Tribune* 17.8.98.

Subbarayudu, M. Combating female illiteracy. *The Hindu* 25.8.98.

ELEMENTARY & SECONDARY EDUCATION

Jain, Kusum. Marked to fail. *The Pioneer* 21.8.98.

Madan, Karuna. Is primary education a liability on our assets? *The Pioneer* 17.8.98

Pal, S P. Textbooks, blackboards and the road towards progress. *The Hindustan Times* 15.8.98.

Srivastava, H S. Energising school education boards. *The Pioneer* 8.8.98.

Torlato, Ronita. No universal education even after 50 years. *Free Press Journal* 25.8.98.

COMPARATIVE EDUCATION & AREA STUDIES

Hurowitz, Glenn. Succeeding at a top American University. *The Times of India* 3.8.98.

INSTITUTIONAL PROFILE

Athar Hussain. Jamia Hamdard more to studies than just BA or MA. *The Statesman* 31.8.98

Dixit, Rekha. Bring back meritocracy say alumni of South Mumbai College. *The Times of India* 2.8.98

GURU NANAK Institute of Management, Delhi (Editorial). *Indian Express* 30.8.98

IIT, DELHI. Technically sound (Editorial). *The Hindustan Times* 20.8.98.

INDIAN INSTITUTE of Mass Communication, Delhi. Reaching out reaching you (Editorial). *The Hindustan Times* 27.8.98.

Jarrotia, Punita. Widening vistas. IGNOU. *The Statesman* 21.8.98

Kanwar, C S. Kurukshetra University. From the deserts of Arab to. *The Statesman* 21.8.98

Kirkman, Bill. Three cameos of Cambridge life. *The Hindu* 2.8.98.

Mehta, Kartik. Serving the nation. *The Statesman* 7.8.98.

Phookun, Suren Ram. 50 years of College of Veterinary Science, Assam. *The Assam Tribune* 18.8.98

Rahi, Prashant. Roorkee University. A breath of fresh air. *The Statesman* 7.8.98.

Sawhney, Rita. Towards health for all : The Institute of Public Health and Hygiene, New Delhi. *The Times of India* 3.8.98

Shah, H P. Gujarat Vidyapith. *The Assam Tribune* 12.8.98.

BIOGRAPHICAL PROFILE

Joshua, Anita. Dr Abdul Waheed Khan. Farmer, broadcaster, Vice Chancellor. *The Hindu* 10.8.98.

Khosla, P K. Partmar. The farmer. *The Tribune* 4.8.98.

Mallik, D V C and Chatterjee, S. A scientist par excellence. Prof K S Krishna. *Deccan Herald* 4.8.98.

Rajaram, Nyapathu. A scholar and patriot : M M Malaviya. *The Hindu* 9.8.98.

Subrahmanyam, G S. Remembering Radhakrishnan. *Deccan Chronicle* 31.8.98.

Tondon, P D. Dr S Radhakrishnan : Philosopher statesman, sage. *The Tribune* 29.8.98.



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AGRICULTURE

All Branches

HUMANITIES AND SOCIAL SCIENCES

1. History, 2. Sociology, 3. Management Studies, 4. Fine Arts (including Western Painting, Art History, Graphic Design and Sculpture), 5. Economics, 6. Philosophy, 7. Psychology, 8. English, and 9. Language.

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Candidates for Fellowships must have completed their doctorate (or relevant postgraduate qualifications) not less than five and not more than ten years by the date of taking up an award.

Fellowships will not be offered to candidates over the age of 50 years.

A Fellowship is tenable in any academic subject (including medicine and dentistry). A candidate for a Commonwealth Fellowships should hold a doctorate (or other postgraduate qualifications accepted as sufficient for the career he/she is following) and have at least two years' experience as a permanent staff member of a university or similar Institution. Fellowships are primarily intended for younger established teachers (not for the senior members of the department) who require a programme of study in depth to enhance their teaching and/or research experience or, in the case of medicine and dentistry, clinical skills relevant to the academic plans of the nominating Institution. These awards are not available for study for a higher degree.

TENURE

A Fellowship is tenable for either six or twelve months. Exceptionally a Fellowship may be made available

for two six-month periods with a period not greater than twelve months elapsing between each term (in such instances only one return air fare will be made available for the duration of entire Fellowship period). Applications must clearly state the length of the award being requested. Selection and award duration will be made on the basis of the application and the length of tenure will not be changed at a later date.

Awards are normally available for tenure from October in any year (i.e., the beginning of the academic year in the United Kingdom).

METHOD OF NOMINATION

The Commonwealth Fellowships Commission accepts nominations only from:

(a) the Vice-Chancellor of the University on whose permanent staff the nominee serves (or has been appointed to serve); (by special arrangement, all nominations from heads of Indian universities should be channeled through the Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi-110002).

The completed nomination forms in duplicate (more copies will be required only if the scholar is selected for nomination to United Kingdom by the University Grants Commission. These copies need to be sent to Association of Commonwealth Universities, United Kingdom, directly) together with all the required supporting documents, must reach the Secretary, University Grants Commission, New Delhi, not later than 31st October, 1998.

Applications/nominations must be submitted on the appropriate nomination forms which as stated above may be obtained from the University Grants Commission, New Delhi/The Registrar/Vice-Chancellor of the concerned University/Institute. The photocopy of the forms may be used. The nomination/application may be forwarded by the Vice-Chancellor/Director/Registrar/Executive Head of University/Institute.

DIRECT APPLICATIONS FROM CANDIDATES WILL NOT BE ACCEPTED BY THE COMMISSION.

PLACING IN UNIVERSITY OR OTHER INSTITUTIONS

Candidates and sponsors may indicate their own preferences for particular places to carry out the proposed study programmes and, if they have already made independent approaches to universities in the United Kingdom, or have received offers of places, this should be reported to the Commission as should any official and relevant links between the Indian University and any Institution in Britain. The Fellowship is not tenable at any Institution or for any programme of study other than that approved by the Commission and named in the formal letter of award.

MEDICINE AND DENTISTRY

Medically qualified applicants whose programme requires them to practise clinically, or to work in a laboratory department reporting on samples from patients, can be considered only if they are eligible for registration with the General Medical Council or the General Dental Council. Information about current conditions for registration can be obtained from:

**The General Medical Council, Overseas Registration Division,
178-202 Great Portland Street, London W1N 6JE**

**The General Dental Council, 37 Wimpole Street
London W1M 8DQ**

Under new regulations, candidates, requiring registration with the General Medical Council and whose primary medical qualification is recognised only for limited registration with the GMC will be required to show competence in the English Language by reaching a satisfactory standard in the IELTS English Language test. However, those who have previously held registration with the General Medical Council to practise in the United Kingdom will not be required by the GMC to take the IELTS test.

The decision of the Commission to nominate a scholar for the award of Commonwealth Fellowships will be final.

CLASSIFIED ADVERTISEMENTS

**Diocesan Society of Education's
ROSARY COLLEGE OF
COMMERCE & ARTS
NAVELIM, SALCETE, GOA-403 707
APPLICATIONS ARE INVITED FOR
THE FOLLOWING POSTS:**

- 1) Lecturer in Commerce & Accounts — 1 Post (Full Time)
- 2) Lecturer in Computer — 1 Post (Full Time)
- 3) Lecturer in Psychology — 1 Post (Full Time) - Temp on Maternity leave)

Essential Qualifications :

- 1) Master's degree in the relevant subject with atleast 55% marks or its equivalent grade and good academic record
- 2) The candidates must have the Master's degree as well as the Bachelor's degree in the same subject for which he is being appointed, unless he has passed the Post Graduate examination under the change of faculty scheme.
- 3) Candidates should have cleared the Eligibility Test for Lecturers conducted by UGC, CSIR or similar tests accredited by UGC. In case candidates having passed the said Eligibility Test are not available, candidates fulfilling other conditions would be considered for appointment on purely temporary basis till the end of the academic year
- 4) All other requirements prescribed by UGC, Goa University and Goa Government

For Computer Awareness :

- a) First class B.E/B Tech. in Computer Science or Electronics having consistently good academic record with two years experience of teaching/research/industry. In case candidates having passed GATE are not available or found suitable, candidates without GATE may be considered for temporary appointments

OR

- b) M E/M Tech in Computer Science or Electronics with 55% marks and good academic record

OR

- c) M.C.A or M Sc in Computer Science or Electronics with 55% marks and good academic record

OR

- d) M S Statistics or Mathematics with 55% marks and good academic record with exposure to Computer Science

Desirable Qualifications :

- Ph D or M.Phil and a regular student for

graduation and postgraduation.

Service Conditions :

- As prescribed by the Goa University, UGC, Director of Higher Education, Govt of Goa and other competent authorities. Persons who are already employed shall send their application through proper channel. Break in service, if any, should be accounted for.

Scale of Pay :

- Rs 2200-75-2800-100-4000 and other admissible allowances. Certified copies of statement of marks at all public examinations should be enclosed
- The right to fill up the above mentioned post is reserved
- Applications alongwith attested Xerox copies of all certificates should reach the undersigned within 15 days from the date of publication of the advertisement

SECRETARY

Diocesan Society of Education
Bishop's House, Altinho,
Panjim Goa-430 001.

**JAI NARAIN VYAS
UNIVERSITY, JODHPUR
(Establishment Section)**

ADVERTISEMENT No. 43/98-99

No. JNVU/Estd/RS01 Dt. 28.9.98

Applications are invited for the following posts of Assistant Professors (Rs 2200-4000, likely to be revised) in various departments so as to reach this office on or before 5th November 1998 upto 5 p m

Economics — General-1
English — General-1, SC-1
Hindi — General-2, ST-1, OBC-1
Home Science — General-1P, SC-1P

Pol. Sc. (Pub. Adm) — General-1P

Sociology — General-1, OBC-1

Fine Arts Ptg — General-1+1P, ST-1

Social Studies (Engg.) — General-1, OBC-1

Buss Fin Eco. — General-1, OBC-1

Buss Admn. — General-2, SC-1, OBC-1

Management Studies — General-1P, SC-1P

Botany — General-3, SC-1, ST-2, OBC-2

Chemistry — General-4, SC-1, ST-1, OBC-2

Physics — General-1+3P, SC-1, ST-1, OBC-2

Zoology — General-4, SC-1, ST-1, OBC-2

Mathematics — General-1, SC-1

Elect & Commu Engg. — General-1L, SC-1

P & I Engg — General-1P, OBC-1P

Structural Engineering — General-2, SC-1, ST-1

Comp Sc & Engg — General-4P, SC-1, ST-1, OBC-2

P = UGC/State Plan/Temporary posts,
L = Leave vacancy

Candidates belonging to SC/ST/OBC may also apply against unreserved posts

Application form with details of qualification etc can be obtained by post on payment of Rs 10/- (Bank Draft/IPO) in favour of the Registrar alongwith self addressed envelope of 27 x 12 cm affixing Postage stamps worth Rs 18/- as postal charges. Applications incomplete and/or received after due date will not be entertained. University reserves the right to alter the number of posts or not to fill up the posts. Candidates who have applied in response to earlier advt No 96/96-97 dt 12.2.97 need not apply again except in P & I Engg. However they may communicate change of address and Biodata, if any

REGISTRAR

UNIVERSITY OF ALLAHABAD

Institute of Correspondence
Courses & Continuing Education

Applicants desirous to take admission in B.A. & B.Com. Part-I (Session 1998-99) can obtain Admission Information Bulletin along with Application form and Examination Form from the office of the Institute either in person on cash payment of Rs. 18/- or by post by sending of Rs 35/- by Money Order/Bank Draft in favour of "THE DIRECTOR, INSTITUTE OF CORRESPONDENCE COURSES & CONTINUING EDUCATION, UNIVERSITY OF ALLAHABAD, ALLAHABAD". The last date for the receipt of application is 30th October, 1998. After that admission forms may be accepted with late payment according to rule

**Dr. S.P. Gupta
DIRECTOR**



POSTGRADUATE INSTITUTE OF MEDICAL EDUCATION & RESEARCH, CHANDIGARH

ADMISSION NOTICE NO. 50/98 (Acad.)

LAST DATE FOR RECEIPT OF APPLICATION FORMS : 9.11.1998

Applications on the prescribed form are invited for the following postdoctoral, postgraduate courses and Ph.D. programme for the academic session starting from 1st January, 1999. **INCOMPLETE APPLICATIONS WILL NOT BE ENTERTAINED.**

I. FIRST YEAR JUNIOR RESIDENTS (for MD/MS courses)

	Gen.	SC	ST	Rural Area Services	Deputed/ Sponsored	Foreign National
Anesthesia	6	2	1	—	—	—
Comm. Medicine	—	1	—	—	1	—
Dermatology, Ven. &	1	—	—	—	—	—
Leprology	—	—	—	1	—	1
ENT	—	—	—	1	—	2
Medicine	6	2	—	—	2	2
Obst & Gynae	5	—	1	—	1	—
Ophthalmology	1	—	—	—	—	1
Orth. Surgery	2	—	—	1	1	—
Paediatrics	6	1	—	1	1	1
Psychiatry	1	1	1	—	—	1
Radio-diagnosis	2	—	1	—	1	—
Radiotherapy	1	—	—	—	1	—
Surgery	7	2	1	—	2	2
Microbiology	2	1	—	—	1	1
Pathology	1	—	—	—	2	1

II. FIRST YEAR JUNIOR RESIDENTS (HOUSE JOB) FOR ORAL HEALTH SCIENCES

3 1 — — —

The candidates who are completing their internship after 31.12.98 are not eligible.

III. DM/M. Ch.

Cardiology	1	—	—	—	2	—
Cl Pharmacology	1	—	—	—	1	—
Endocrinology	1	—	—	—	1	—
Gastroenterology	—	—	—	—	1	—
Nephrology	2	—	—	—	1	—
Neurology	1	—	—	—	2	—
Cardiovascular & Th	1	—	—	—	2	—
Surgery	—	—	—	—	—	—
Neurosurgery	2	—	—	—	1	—
Paed. Surgery	1	1	—	—	—	—
Plastic Surgery	—	—	—	—	1	—
Urology	—	—	—	—	1	—

IV. Ph.D. Programme

Biochemistry, Biophysics, Community Medicine, Experimental Medicine & Biotechnology, General Surgery, Haematology, Histopathology, Immunopathology, Medical Microbiology, Parasitology, Psychiatry, Pharmacology, Virology

V. M.Sc. Pharmacology-1 (General)

VI. M.Sc. Medical Technology (Pathology) with Immunopathology-2, Cytology-2, Histopathology-1,

as special subject.

- VII. M.Sc. Medical Technology (Microbiology) with Bacteriology and Mycology-2, Parasitology-2, Virology-2, as special subject.
- VIII. M.Sc. Medical Technology (Radiology) with Radiodiagnosis-1, Radiotherapy-1, as special subject.
- IX. M.Sc. Medical Technology Pharmacology & Physiology as special subject.
- X. Post M.D. Certificate Course in Medical Biotechnology-5.
- XI. Certificate course in Cytopathology-3.

GENERAL INFORMATION

1. For all courses, where MBBS/BDS is an eligible requirement, the candidates who have made more than one attempt (i.e. have more than one failure, compartment or reappear) during their MBBS/BDS course, are not eligible. For DM/M.Ch. courses, the candidates who have made more than one attempt in MBBS or MD/MS career are not eligible. However, those belonging to Sch. Castes/Tribes, with upto two attempts in their MBBS/BDS/MD/MS career will be eligible.
2. The number of seats wherever indicated are provisional and are subject to change without any prior notice.
3. The courses at categories VI to XI above are only for sponsored/deputed candidates.
4. A candidate applying for more than one subject/course except category-I is required to submit separate application complete in all respect for each subject/course.
5. Application forms alongwith prospectus (Brochure of information) are available from the office of the undersigned either personally on payment of Rs. 300/- at the counter (Kairon Block, Room No. 361) from 10.30 AM to 11.30 AM and from 2.30 PM to 3.30 PM on all working days except Saturdays (On Saturdays, form will be available from 10.30 AM to 11.30 AM) or by post for which the request must be accompanied with a self addressed envelope of size (23x10 cms) bearing postage stamps of Rs. 10/- and Bank Draft/Postal Orders for Rs. 300/- drawn in favour of the Director of the Institute.

NOTE : No request for the supply of form by post will be entertained after 3.11.1998.

J.D. Wig
Officer Incharge
(Academic Section)



DISTANCE EDUCATION COUNCIL
Indira Gandhi National Open University
K-76, Hauz Khas, New Delhi-110 016
Ph. 6569668 Fax : 6861340

Distance Education Council is National level apex statutory body that has been specially set up in pursuance of Section 5(2) of IGNOU Act 1985, for performing the roles of promotion, coordination and maintenance of standard for distance and open system of education. As a part of its promotional activities, the DEC undertakes initiatives aimed at widening the reach and extending the scope of distance education methodologies in the educational scenario of the country.

In pursuit of the above, the DEC has instituted "DEC Web-education Fellowship" for faculty members, student support staff and senior administrators of State Open Universities and Correspondence Course Institutes of recognised universities for any one of the following courses of IGNOU :

- (i) *Certificate Course in Computing (CIC)*
- (ii) *Diploma in Computer in Office Management (DCO)*

The fellowship would be available for courses beginning from 1st January 1999. The fellowship consists of (i) Full reimbursement of tuition fee remitted to IGNOU, (ii) 50% of the above tuition fee at (i) above towards meeting the cost of internet access as well as documentation and submission of periodic reports.

The recipient of the Fellowships will register for the course with IGNOU in a normal manner and claim the reimbursement in full against the official receipt issued by IGNOU. Further, he will submit periodic reports (not less than three) regarding his progress in the course, difficulties experienced and remedies availed of to the DEC. The 50% contribution at (ii) above will be released on completion of the course and receipt of final report.

Those desirous of applying, should do so on plain paper giving following information :

1. *Name, designation and contact address*
2. *Prior experience of computer working and details of access to computer available at present*
3. *Whether the institution/university has access to internet services provided locally or through STD*
4. *Name of the course for which fellowship is desired viz. CIC/DCO*
5. *Recommendation of Head of Deptt and competent authority forwarding the application and assuring of support facilities to enable the applicant to undergo the course at his work place and grant of leave to attend contact classes and examination.*

The intending applicants are advised to pursue the IGNOU prospectus as well as notification in press, relevant information is also available on internet at "www, ignou, edu." or from School of Computer and Information Sciences of IGNOU, at K-76, Hauz Khas, New Delhi-16. *The last date for the receipt of application for the DEC fellowship duly forwarded through proper channel is 31st October 1998* and it should be addressed to the *Director, Distance Education Council, with marked "DEC Web Education Fellowship" superscribed on the envelope.*

University News

A WEEKLY JOURNAL OF HIGHER EDUCATION

Vol 36 No 43

OCTOBER 26, 1998

Rs 9.00

M.P. BORAIAN & N. NARAYANASAMY

A Varsity Moves into Villages

M.S. SODHA & R.D. PATHAK

Management Education : Challenges and Opportunities II

SATYANARAYANA PATTNAIK

Higher Science Education & Research in Ninth Five Year Plan

K. MADHAVAN & MANOJ ROY

Distance Education —A Social Catalyst for Third World Countries

S&T AND SOCIAL NEEDS

BHATNAGAR AWARDS 1998

MBA IN BANKING & FINANCE

WORLD CONFERENCE ON HIGHER EDUCATION



Association of Indian Universities

CLASSIFIED ADVERTISEMENTS

**KARNATAK UNIVERSITY,
DHARWAD**
KU/BOA/ADVT/98/236 Dated 06.10.1998
Corrigendum

In continuation of this office Advertisement No KU/BOA/ADVT/98/225 dated 21.9.1998, it is hereby notified with the following corrections

Current Posts of P.G. Lecturers

1. Economics — 2 posts, Advertised earlier
1. Corrections to be noted-2, Reservation — 1 GM, BGM, 1 Cat-IIA

As regards the processing fees in respect of the candidates belonging to Category-I is relaxed to Rs 50/- instead of Rs 200/- The applicants concerned may please be requested to note the above Change while sending the applications

The last date for receipt of applications for all the posts is extended upto 7th November 1998.

Dr. S. Rajasekhara
REGISTRAR

**W.M.O. ARTS & SCIENCE
COLLEGE**
MUTTIL-673 122, WAYANAD, KERALA

Wanted

Lecturer in Electronics (UGC Scheme)

Qualifications : Masters Degree in Electronics with NET

Interested candidates should apply to the Manager on plain paper with a DD for Rs 100/- in favour of the Manager payable at Kalpetta

**MOHANLAL SUKHADIA
UNIVERSITY, UDAIPUR**

Advertisement No. 1/98 15th October, 1998

Applications are invited on prescribed application form for appointment on regular basis for the following posts Application form alongwith details of qualifications etc can be obtained from the Deputy Registrar (GAD), Mohanlal Sukhadia University, Udaipur-313 001 on payment of Rs 25/- by Cash/PO/ DD payable to Mohanlal Sukhadia University, Udaipur alongwith a self addressed envelope of 27 x 12 cms with postal stamps of Rs 6/- affixed on it (in case the application form is desired by post) LAST DATE FOR RECEIPT OF APPLICATIONS IS 15TH DECEMBER 1998.

1. PROFESSOR : PAY SCALE : Rs. 4500-150-5700-200-7300. (Pre-revised)

(i) Hindi-1, (ii) Economics-1, (iii) Urdu-1, (iv) English-1, (v) Political Science-1, (vi) Chemistry-1, (vii) Computer Science-1, (viii) Geology-1, (ix) Banking & Business Economics-1, (x) Business Management (MBA)-1, (xi) Law-1

(xii) Sociology-1, (xiii) Rajasthani-1, (xiv) Political Science-1, (xv) Sanskrit-1, (xvi) Philosophy-1, (xvii) Public Administration-1, (xviii) Chemistry-1, (xix) Computer Science-1, (xx) Geology-1, (xxi) Banking & Business Economics-1, (xxii) Business Management (MBA)-1, (xxiii) Law-1

2. ASSOCIATE PROFESSOR : PAY SCALE : Rs. 3700-125-4950-150-5700. (Pre-revised)

(i) English-1, (ii) Hindi-1, (iii) Economics-1, (iv) Urdu-1, (v) History-1, (vi) Rajasthani-1, (vii) Chemistry-4 (1 for OBC), (viii) Physics-1, (ix) Environmental Science-1, (x) Computer Science-1, (xi) Geology-4 (1 for OBC), (xii) Mathematics-2, (xiii) Pharmacy-1, (xiv) Polymer Science-1, (xv) Accountancy & Statistics-1, (xvi) Business Management (MBA)-1, (xvii) Law-2

ASSISTANT PROFESSOR : PAY SCALE : Rs. 2200-75-2800-100-4000 (Pre-revised)

(i) English-3 (1 for OBC), (ii) Urdu-1, (iii) History-1, (iv) Public Administration-1, (v) Women Studies-1, (vi) Readymade Garment-1, (vii) Journalism-1, (viii) Sindhi-1, (ix) Physics-4 (1 for SC, 1 for OBC), (x) Environmental Science-1, (xi) Computer Science-2, (xii) Pharmacy-2 (1 for OBC), (xiii) Micro-Biology-1, (xiv) Bio-Technology-1, (xv) Banking & Business Economics-1, (xvi) Business Administration-1

THE CANDIDATES WHO HAVE

**ALREADY APPLIED IN RESPONSE
OUR EARLIER REGULAR ADVERTI-
SMENT ISSUED FROM TIME TO TIME
FOR ANY OF THE ABOVE POSTS WILL
HAVE TO APPLY AFRESH. THEIR E-
LIER APPLICATIONS WILL NOT
BE CONSIDERED.**

- 1 Number of post(s) may be increased or decreased without notice
- 2 The University reserves the right not to fill up post(s) advertised
- 3 Application received on plain paper/af-
ter expiry of last date or incomplete will be
rejected without making any reference
- 4 Each candidate should remit a sum
of Rs 100/- as an application fee in the
form of Bank Draft only drawn in favour of
Mohanlal Sukhadia University, Udaipur
case of SC/ST/OBC candidates, a sum
of Rs 50/- only will be charged
- 5 Candidate(s) already in services should apply
through proper channel
- 6 Candidates belonging to SC/ST/OBC
should indicate their category alongwith
copy of the certificate issued by the co-
petent authority
- 7 Candidate desirous to apply for more than
one post should send separate applica-
tion form for each post

REGISTRAR



TATA INSTITUTE OF SOCIAL SCIENCES

(A Deemed University)

Post Box No. 8313, Deonar, Mumbai - 400088

ADMISSION ANNOUNCEMENT FOR 1998-99

1. Certificate in Research Methodology (One semester Full-time)
2. M. Phil in Social Work/Social Sciences (Full-time and Part-time)
3. Ph.D in Social Work/Social Sciences (Full-time and Part-time)

ELIGIBILITY AND COST OF APPLICATION FORM

1. Certificate In Research Methodology Master's Degree in Social Sciences/Social Work with at least 50% (45% for SC/ST) of the marks or grade point average of 3.0 (2.50 for SC/ST) under the University Grants Commission 7 point grade system. Application Form costs Rs. 20/- The last date for receipt of application is November 15, 1998.

2 & 3 : M.Phil/Ph.D Programme : Master's Degree of the relevant faculty with 55% of the marks or grade point average of 3.5 under the University Grants Commission 7 point grade system. However, for social work one year work experience in a position related to Social Work profession is a must. Application Form costs Rs. 50/- Applications are accepted throughout the year.

For Brochure and Application Form : Write to the Assistant Registrar (Academic) along with a self addressed envelope with a postal stamp worth Rs 6/- affixed thereon. The demand draft for cost of Application Form and Brochure should be drawn in favour of TATA INSTITUTE OF SOCIAL SCIENCES, preferably payable at the State Bank of India, Deonar Branch or Central Bank of India, Deonar Branch, Mumbai.

For further details, please write to Assistant Registrar (Academic), along with a self addressed envelope with the postal stamp worth of Rs. 3/-.

Place: Mumbai

Date: 15.10.1998

Dr. S.K. Bandyopadhyay
REGISTRAR